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ABSTRACT

This is the second in a series of six kits that the U.S. Postal Service (USPS) is publishing to help teach through stamps the history of the 20th Century and the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed as a complete and independent unit. This kit, covering the decade of the 1960s, contains: (1) welcome letter from the USPS; (2) ten teacher's lesson cards; (3) one "Resource Guide"; (4) thirty "topic cards"; (5) ballot (with return envelope); (6) student magazine; and (7) poster. Kits are distributed in a kit storage box, with multiple copies of some materials. On the basis of the ballots, the USPS intends to issue a limited edition of 15 commemorative stamps celebrating the decade of the 60s. Subsequent kits will gradually cover the entire 20th century. (JH)

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STAMP SERVICES

UNITED STATES
POSTAL SERVICE

VOTE BY MAY 30, 1998

May 1, 1998

Dear Teacher:

Peace, love, flower power. A man on the moon. Martin Luther King's dream. The sixties were a remarkable time in our nation's history and the United States Postal Service is pleased to have you and your students join us in commemorating the people and events that shape our country.

The *Celebrate The Century*™ Educational Series not only teaches children about history, it enables them to become a part of it. Just as the 1964 Voting Rights Act truly granted the right to vote to all Americans, the *Celebrate The Century*™ program opens up the democratic process to children. For the first time, the votes of kids and adults are equally counted in a national election as Americans "place their stamp on history" by choosing the stamp subject matter that will represent life in each of the decades of the 20th century.

We have made voting easy for you and your class. You can vote using the special school ballots in your 1960s School Kit or also go online and have your students vote on the interactive *Celebrate The Century*™ voting web site: <http://stampvote.msn.com>.

The 1960s voting period runs through May 30th. Please don't let this historical opportunity pass by - empower your students as voters and instill in them the importance of becoming educated, active participants in one of America's greatest rights. As President Clinton stated, "We have a special responsibility to inspire the American people to reflect upon and commemorate the achievement's of this country's past and to celebrate the possibilities of the future."

Today, more than 220,000 classrooms are already participating in the United States Postal Service's *Celebrate The Century*™ program. What's more, educators nationwide are praising this unique program for its quality, diversity and substance, and for the relevancy of the curriculum materials provided. Thank you for your involvement and continued participation in the *Celebrate The Century*™ program.

Sincerely,

Azeezah S. Jaffer
Executive Director
Stamp Services

475 L ENFANT PLAZA SW
WASHINGTON DC 20260-2435

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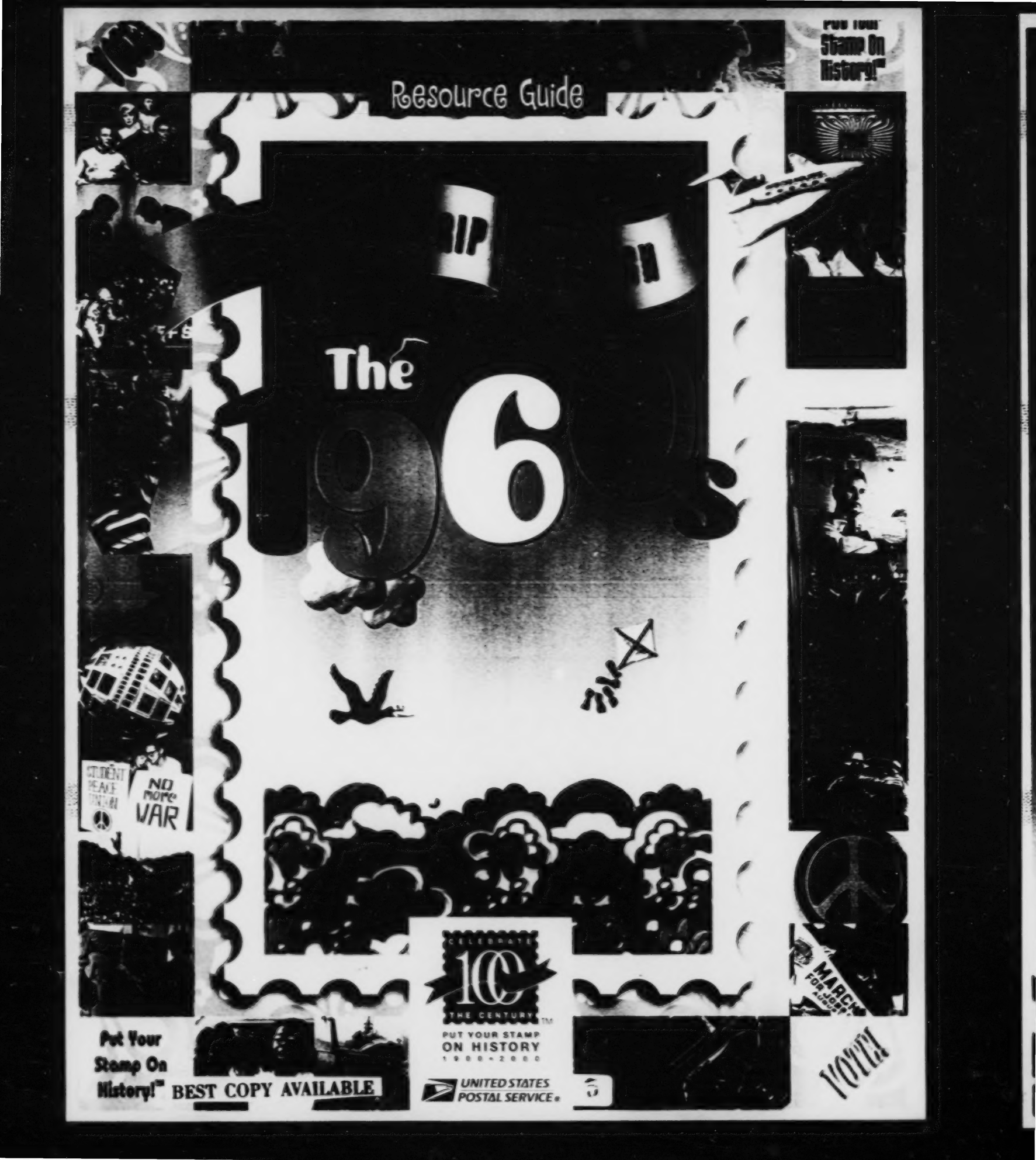
Put Your Stamp On History!
Resource Guide
The 60
STUDENT PEACE UNION
NO more VAR
MARCH FOR JOBS
CELEBRATE 10¢ THE CENTURY
PUT YOUR STAMP ON HISTORY 1900-2000
UNITED STATES POSTAL SERVICE
Put Your Stamp On History!
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VOTE

The 1960s

	ART	CITIZENSHIP	GEOGRAPHY (USA)	HISTORY (USA)	LANGUAGE ARTS	LIBRARY RESEARCH	MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	TEAMWORK	TECHNOLOGY EXTENSION
Lesson 1 Who Has The Right to Vote?		✈											
Lesson 2 Stampin' Around Your Home State	✈				✈	✈		✈	✈		✈	✈	✈
Lesson 3 The Living Tree of Science							✈						✈
Lesson 4 The 'I Have a Dream' Mother's Day Card	✈					✈		✈	✈		✈	✈	✈
Lesson 5 Time Warp Math							✈						✈
Lesson 6 War on Poverty		✈					✈						✈
Lesson 7 The Music of Change													
Lesson 8 1960s Sound-Off Dioramas	✈					✈		✈			✈	✈	✈
Lesson 9 Fun in the Sixties	✈				✈	✈		✈	✈		✈	✈	✈
Lesson 10 The Celebrate The Century Vote		✈					✈				✈		✈

TAKE A FIELD TRIP THROUGH The 1960s

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INTRODUCTION TO THE 1960s

Camelot and Vietnam. Martin Luther King, Jr. The New Frontier and the Great Society. "I Want to Hold Your Hand." The images and events of this pivotal decade are linked to the trends of the forties and fifties. In many cases, their influence continues to the present day. For example, civil rights became a national priority in the 1960s, although the movement had originated more than a decade earlier. The development of microchips revolutionized the computer industry during the sixties and paved the way for many of today's new technologies.

Similarly, the Cold War continued to drive U.S. foreign policy throughout the decade. After anti-colonial forces defeated the French in 1954, the U.S. supported South Vietnam over Ho Chi Minh's communist government in the North. By 1965, President Lyndon Johnson had committed U.S. troops to the struggle, and the war escalated steadily as the decade wore on.

By the middle of the decade, public support for the Vietnam War was in decline. Opposition to the war pitted many college-aged baby boomers against their parents' generation, which had fought in World War II. This "generation gap" was clearly expressed in the anti-war movement, which mobilized thousands of students in demonstrations and protests. The circular peace symbol became one of the most enduring visual images of this period.

The 1960s were the high point of the civil rights movement, led by Dr. Martin Luther King, Jr. Marches, freedom rides, voter registration drives, and sit-ins demonstrated the need for legislation and led to passage of the federal Civil Rights Acts of 1964 and 1968 and the 1965 Voting Rights Act. By the late 1960s, the nonviolent tactics advocated by King and others early in the decade were challenged by more radical calls for black power. Women's participation in the fight for civil rights and other social movements sparked a new feminist movement by the decade's end.

President Kennedy opened a "new frontier" when he committed the U.S. to placing a man on the moon by the end of the decade. that goal was achieved by Apollo 11 astronauts in 1969. Manned space missions were made possible by new computer and communications satellite technologies that utilized newly developed microchips. Satellites permitted communication with astronauts, and the instantaneous transmission of images back to earth. As real-life technology approached the realm of science fiction, some critics questioned the authority of science and the impact of technology on society. Most notably, Rachel Carson's *Silent Spring* sounded a warning about the indiscriminate use of pesticides and helped spawn a new environmental movement.

President Lyndon Johnson expanded the role of the federal government by declaring a "war on poverty." Johnson's sweeping legislative program, known as the Great Society, sought to assist the poor, protect the civil rights of African Americans, extend aid to education, and strengthen the national social safety net.

Television and movies both reflected the social and political ferment of the day and provided escapist fare. The 1950s TV family lived on in shows like *The Dick Van Dyke Show*, while at the same time *Rowan & Martin's Laugh-In* and *The Smothers Brothers* offered political and social commentary. Movies like *2001: A Space Odyssey* and TV shows like *Star Trek* both glorified science and examined fears associated with space travel and the computer age. From the U.S. Open to the first Super Bowl, TV added to the growth and popularity of professional sports and raised interest in Olympic competition.

Rock and roll matured, reflecting the changing social and political attitudes of the time. Rock musicians borrowed heavily from folk music, long the music of popular protest. "British Invasion" groups such as the Beatles and the Rolling Stones demonstrated that rock and roll had become an international phenomenon. Still associated with the youth culture, rock and roll did not threaten the continued popularity of entertainers like Frank Sinatra and Lawrence Welk.

Disillusioned with the Vietnam War, the persistence of social and economic inequalities and their own powerlessness to change mainstream American society by political means, many young people sought to create communities based on alternative values. From self-sufficient hippie communes to more individual forms of rebellion, many young people opted to "turn on, tune in and drop out," distancing themselves from the dominant culture and its market-driven values. The desire to "do your own thing" led many to embrace sexual freedom and drug use in the name of personal freedom and self-exploration. These developments would have broad implications for politics and culture in the 1970s.

How to Use Your 1960s Celebrate The Century Education Kit

THE KIT

Your 1960s Celebrate The Century™ Education Kit is the second in a series of six kits that will span the 20th century. Each kit is designed to be taught as a complete and independent unit.

YOUR 1960s KIT SHOULD CONTAIN:

- Welcome Letter from the U.S. Postal Service
- 10 Teacher's Lesson Cards
- 1 Resource Guide
- 30 Topic Cards
- 30 Ballots
- 1 Ballot Return Envelope
- 30 Student Magazines
- 1 Poster

If any component of your kit is missing, you can write to us at: Celebrate The Century Education Series, United States Postal Service, PO Box 44342, Washington, DC 20078-0001.

THE OBJECTIVES:

YOUR 1960s KIT IS DESIGNED WITH THE FOLLOWING OBJECTIVES IN MIND:

- To enrich and supplement your existing curriculum
- To teach children U.S. history with interactive, hands-on lessons
- To enable your students to participate as educated voters in the United States Postal Service's Celebrate The Century vote

THE VOTE:

As we head toward the year 2000, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. Because we wanted this to be a uniquely American celebration, we have invited all Americans—including kids—to vote on the stamps!

WHICH PEOPLE, EVENTS, AND TRENDS SHOULD APPEAR ON STAMPS TO COMMEMORATE EACH DECADE?

The American public will decide. People will find their Celebrate The Century™ ballots in post offices all across the country.

The first Celebrate The Century ballot covered the 1950s. We did not begin with the 1900s because of what our research with the American public told us. In general, people want to vote on stamps for the second half of the century. They told us to let our official Citizens' Stamp Advisory Committee decide on the stamps for the first half of the century.

THE TIMELINE

Receive	Teach	Vote
1950s Kit Jan. 1998	Jan./Feb. 1998	Feb. 1998
1960s Kit April 1998	April/May 1998	May 1998
1970s Kit Aug. 1998	Aug./Sept. 1998	Sept. 1998
1980s Kit Dec. 1998	Dec. 1998/ Jan. 1999	Jan. 1999
1990s Kit Mar. 1999	Mar./April 1999	April 1999
1900 – 1940s Kit Sept. 1999	Sept./Oct. 1999	No vote

THE CLASSROOM

We hope that you will enjoy teaching with your Celebrate The Century kit. Here are a few suggestions to help you to use it effectively:

- Review the Curriculum Grid. Use the lessons that best fit your curriculum. Modify any lesson as needed.

- Please note that you don't need to complete all the lessons to vote.

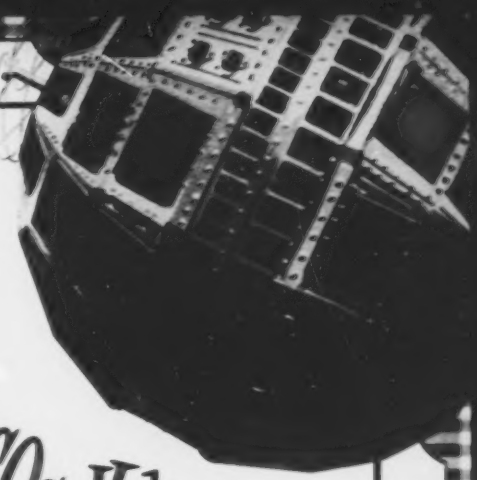
- The official U.S. Postal Service voting period for 1960s commemorative stamp subjects will be through May of 1998. Entries should be mailed no later than May 30, 1998.

- If your class needs to vote right away, distribute the student magazine, have children complete games, and then vote. Continue your program with the lessons.

- Watch for your Celebrate The Century 1970s kit. It will arrive in August 1998 and should be taught in August and/or September for the September 1998 vote.

- We hope this kit will be useful as you continue to teach contemporary U.S. history, even after the 1960s voting is over.

- Most important, have fun teaching the 1960s. The Celebrate The Century Education Series and stamp collecting are terrific teaching tools with which to get kids excited about history.



How to Mail Your Class's 1960s Vote

- Students should vote in class on the official U.S. Postal Service ballots included in your 1960s kit.

- They should vote on the "In Class" panel. The "At Home" panel is for students to use with their parents at home.

- Each student should vote for up to (but no more than) three topics in each of the five categories. They may vote for up to 15 topics altogether.

- Students should use dark ink or a soft, dark pencil to check squares.

- Please be sure that they fill in all information on the card.

- Collect all of the ballots.

- Mail all of your students' ballots in the enclosed postage-paid envelope on or before May 30, 1998.

- Ask your students to take the rest of the ballot home with them and complete it with their parents.

Worksheet A

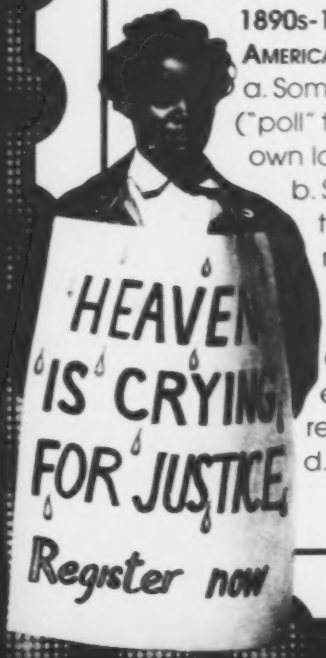
Voting Rights Challenge

DO YOU KNOW **YOUR** VOTING RIGHTS? CIRCLE THE **ONE** BEST ANSWER FOR EACH QUESTION.

1. Who can vote in an American presidential election?
a. Anyone who lives in America.
b. Anyone age 18 or over who is an American citizen.
c. Any American citizen.
d. Any American citizen registered to vote who is age 18 or over.

2. What part of the American Constitution guarantees all American citizens the right to vote, regardless of race, color, or previous "condition of servitude" (slavery)?
a. The 15th Amendment (1870).
b. The Voting Rights Act of 1965.
c. The Bill of Rights.
d. The right to vote is not guaranteed by the Constitution.

3. How did "Jim Crow" laws (approximately 1890s-1960s) prevent African Americans from voting in the South?
a. Some laws created a voter's tax ("poll" tax) or demanded the voter own land.
b. Some laws demanded that the voter take a difficult reading test.
c. Some laws said if your ancestors voted before the Civil War, you could vote even if you didn't pass the reading test.
d. a, b, and c together.



4. Though it was their right, some African Americans still were prevented from voting, even during the 1960s. How?
a. People were too frightened to vote. In some places, voting rights activists who helped register black voters were murdered.
b. In some places, African Americans who registered or voted were fired from jobs or lost their pay.
c. During the 1960s, African Americans were not prevented from voting.
d. Answers a and b, but not c.

5. When did women first win the right to vote in federal and state elections in all states?
a. They always voted in all states.
b. After 1920.
c. After 1776.
d. After the Civil War.

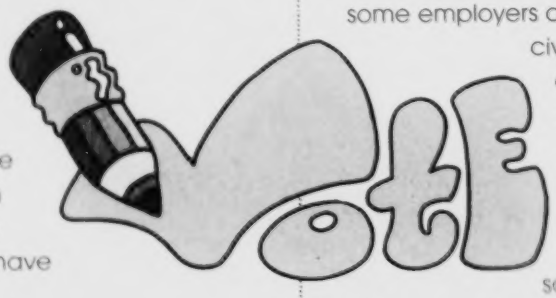
6. Why are children not permitted to vote in American elections?
a. Because kids are not citizens.
b. Because little kids can't read well enough.
c. Because some American rights are given only to adults.
d. Because a, b, and c together.

7. When were Native Americans (American Indians) granted U.S. citizenship and the right to vote?
a. 1924.
b. 1870.
c. 1776.
d. 1801.

Worksheet B

Some Facts About Voting Rights

1. (d) is correct. An adult American citizen must register with a local elections office before voting. U.S. citizens who live in other countries can still vote. Citizens of Guam, the U.S. Virgin Islands, American Samoa, Wake Island, and Puerto Rico are also U.S. citizens and can vote. (a) is wrong because some people living in America are not citizens. (b) is wrong because American citizens who are age 18 or over can not vote if they have not registered to vote. (c) is wrong because an American citizen might be under the age of 18 or might have failed to register.



2. (a) is correct. However, the 15th Amendment did not include women; it only included men. (b) The 1965 Voting Rights Act is a federal law (not part of the Constitution) that strengthens the 1870 15th Amendment. It made "Jim Crow" laws illegal. (c) The Bill of Rights includes the first ten amendments. It does not guarantee the right to vote.

3. (d) is correct. After the 15th Amendment was passed (in 1870), some states passed "Jim Crow" laws to prevent African Americans from voting. (a) African Americans were often too poor to pay a voter or "poll" tax, and they usually did not own land. (b) Especially in the early 1900s, reading requirements ensured that few African Americans could pass the reading test. (c) Because many Southern whites (but no blacks) had ancestors who voted before the Civil War, this addition to the law helped ill-educated and poor whites vote, but not blacks.

4. (d) is correct. Before and during the 1960s, "Jim Crow" laws, the Ku Klux Klan, some employers and opponents of black civil rights made it just too dangerous for many Southern African Americans to vote or even register.

5. (b) is correct. In some Western states, women were able to vote in federal elections before 1920.

6. (c) is correct. Children are not yet ready to take on some responsibilities. (For example, kids can't serve on juries or in the military, either.) (a) is wrong because most kids are citizens. (b) is wrong because reading is not a requirement for voting. (d) is wrong because (a) and (b) are wrong. Note that the U.S. Postal Service does feel that kids are responsible enough to vote on some commemorative stamps!

7. (a) is correct. Although Native Americans were the first Americans, they were not granted United States citizenship, including the right to vote, until 1924.

Worksheet

Speak Up!

IF YOU CAN LEARN TO "SPEAK UP" IN FRONT OF OTHER PEOPLE, YOU WILL KNOW HOW TO DO SOMETHING THAT WILL HELP YOU SUCCEED IN EVERYTHING YOU DO!

WHEN YOU LEARN TO "SPEAK UP," YOU LEARN TO SUCCEED

1. Stand on both feet and face your audience. Don't wiggle. Don't lean on anything. Stand tall. Keep a position of strength for your whole talk.

2. If you are nervous, don't worry! A little nervousness can help you do a better job. Just practice your talk **out loud** ... and keep practicing!

3. "Project" your voice. That means make your voice "big" to reach the farthest corners of the room. Picture your voice bouncing off the walls!

4. How do you make a "big" voice? Your "big" voice comes from deep down inside you. Your breath drives your big voice out and projects it into the room.

5. First, take a deep breath. Then make your voice big by squeezing your stomach muscles hard as you stand tall and speak. Try it. It works!

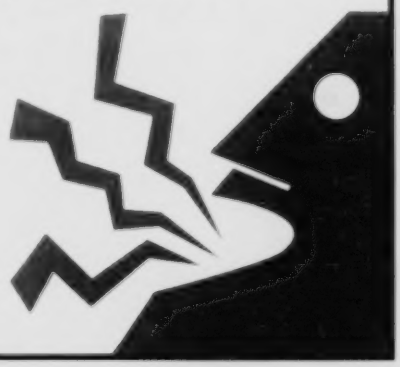
6. Try saying, "This is my big voice" three times. Each time, squeeze your stomach muscles a little harder and push your voice out further.

7. After you learn to use your big voice, you must learn to use the silence.

8. To a listener, silence is as important as sound. Silence between words and between sentences helps the listener understand.

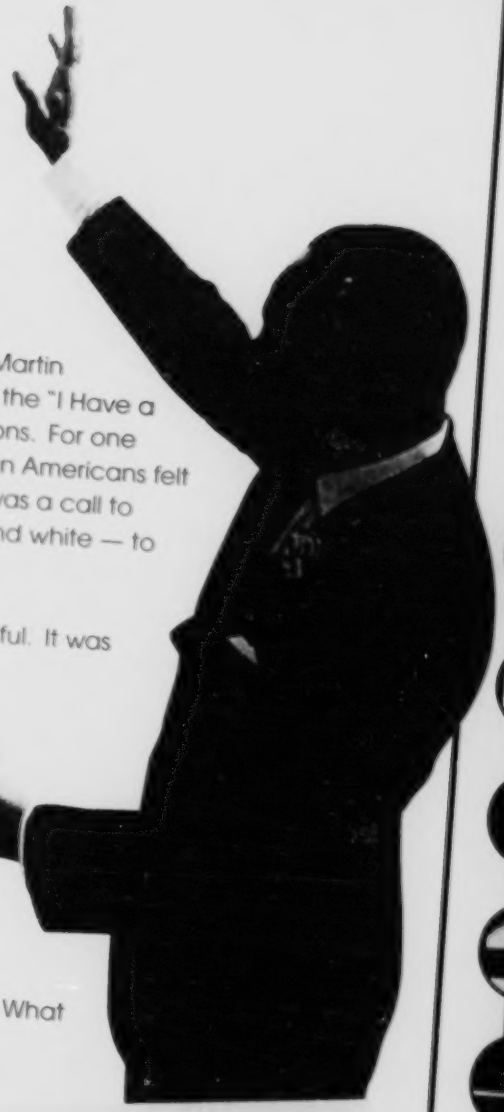
9. How do you use silence? (1) Speak slowly! Leave room around each word. (2) Pause just a second at the end of each sentence. Give your listeners a chance to think. (3) When you make an important point, STOP. Let the silence underline your important point.

10. Practice makes a huge difference. Always practice your talk out loud.



Worksheet

The "I Have a Dream" Speech



On August 28, 1963, the great civil rights leader Reverend Martin Luther King, Jr., made a very important speech. It is called the "I Have a Dream" speech. This speech was important for many reasons. For one thing, it was a very powerful statement of how many African Americans felt about racial prejudice. It was also an inspiring speech. It was a call to action! The speech inspired many people — both black and white — to fight hard and bravely for racial justice.

King's speech was also important because it was so beautiful. It was filled with faith, with hope, and with dreams drawn from the American dream. It was written with powerful and poetic language.

Below is one piece of the "I Have a Dream" speech. If you want to read all of it, you should be able to find it in your library. You can also find it on-line: <http://web66.coled.umn.edu/new/MLK/MLK.html>

What in America, or in the world, do you think needs to be changed for the better? How might the problem be solved? What do you have a dream of?

... I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the State of Mississippi, a desert state sweltering with the heat of injustice, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character....

The name, likeness, signature and copyrighted words of Dr. Martin Luther King, Jr. are used by permission of Intellectual Properties Management, Atlanta, Georgia, as exclusive licensor of the King estate.

Worksheet A

WHAT TOPICS SHOULD THE U.S. POSTAL SERVICE MAKE INTO STAMPS TO COMMEMORATE THE 1960s?

Please circle three in EACH category

NAME_____ GENDER M _____ F _____

AGE (circle one) 5-10 11-13 14-19 20-29 30-39 40-49 50 +

People and Events

1 "I Have a Dream"

2 Struggle for Civil Rights

3 The Peace Corps

4 The Vietnam War

5 The Kennedy Brothers

6 Americans Demonstrate

7 The Great Society and Medicare

Arts & Entertainment

8 The Motown Sound

9 Pop Art

10 "Easy Rider"

11 "Star Trek"

12 The Beatles

13 "Rowan & Martin's Laugh-In"

14 "Catch-22"

15 Woodstock

Sports

16 Roger Maris Breaks Home Run Record

17 Televised Golf

18 Super Bowl Kicks Off

19 Green Bay Packers

Science and Technology

20 Man Walks on the Moon

21 Environmental Awareness

22 "Live via Satellite"

23 The Computer Chip

24 Lasers

Lifestyle

25 Everyone Twist

26 Ford Mustang

27 Barbie® Doll Steps Out

28 The Peace Symbol

29 Shopping Malls

30 The Mod Look

Please see ballot for directions

Worksheet B

Time Warp Math

TABULATION

TOPICS	AGE AND GENDER													
	5-10		11-13		14-19		20-29		30-39		40-49		50 +	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. DREAM SPEECH														
2. CIVIL RIGHTS														
3. PEACE CORPS														
4. VIETNAM														
5. KENNEDYS														
6. DEMONSTRATE														
7. GREAT SOCIETY														
8. MOTOWN														
9. POP ART														
10. "EASY RIDER"														
11. "STAR TREK"														
12. BEATLES														
13. "[illegible] LAUGH-IN"														
14. "CATCH-22"														
15. WOODSTOCK														
16. ROGER MARIS														
17. GOLF														
18. SUPER BOWL														
19. G.B. PACKERS														
20. MOON WALK														
21. ENVIRONMENT														
22. SATELLITE														
23. COMPUTER CHIP														
24. LASERS														
25. TWIST														
26. MUSTANG														
27. BARBIE® DOLL														
28. PEACE														
29. MALLS														
30. MOD														

Worksheet A

PRESIDENT JOHNSON'S

WAR ON POVERTY

In the 1960s in America, as it is today, poverty was a complicated problem. The federal government tried to decide "How poor is poor?" It created a "poverty line." A person or family who made less than a certain amount of money a year was defined as "poor." In 1964, a family of four who made less than $3,169 a year was defined as "poor" by the federal government. In 1997, the poverty line was $16,404 for a family of four.

What are some reasons people can become poor? Why might they stay that way? There are many reasons: not enough or no education, no job training, old age, physical or mental illness, drug and alcohol addiction, physical disability, homelessness, racial and ethnic discrimination, single-parenthood, no jobs available, no well-paid jobs available, and especially hopelessness.

Here are some of the programs that were developed in the 1960s during President Johnson's War on Poverty:

- Loans for small businesses and for rural development.
- Funding for work-study programs for college students.
- A "Peace Corps" for America, called Volunteers in Service to America, or VISTA. VISTA volunteers went into rural and urban America and worked with local agencies to help with local problems of poverty.
- Job Corps centers to give job training.
- Neighborhood Youth Corps to create jobs for young people.
- Community Action Programs (CAPs), which called for local leaders to create programs for their communities.
- Two notable CAPs were:
  - * Head Start, which tried to help pre-schoolers from poor families get ready for school.
  - * Neighborhood Legal Services, which offered legal advice to poor people on welfare and others.

Congress gave about $800 million for Johnson's War on Poverty in 1964. There were at least 35 million "poor" people in America in 1964. Many people felt that this was not enough money to make a difference. It came to about $228 per person for the year.

Worksheet B

THE GOVERNOR'S

WAR ON POVERTY

THE MONEY: There is a surplus of state revenue. The surplus equals $10 million a year for three years. The governor (your teacher!) has promised to dedicate this money to help her state War on Poverty. Your task force is in charge of deciding how this extra money should be used.

THE GOVERNOR'S GOAL: The governor's War on Poverty has a goal. The goal is to make the state full of healthy, working adults who can take care of themselves and their families, and healthy children who can go to decent schools.

THE PROGRAMS: The governor's War on Poverty programs exist in the following six areas (1) education, (2) medical care, (3) child care, (4) housing, (5) job training/job placement, (6) food stamps/food aid.
Some programs are strong; some are not so successful. Your task force may create a new program in one of these six areas, or you may choose to help make an existing program more successful.

YOUR STATE: Find your state on the State statistics chart. How many people in your state live at or below the poverty level?_____ Between 1994 and 1996, did the number of people in poverty increase or decrease? _____ Divide $10 million by the number of poor. How much money can you spend per person per year if you created a program to help everyone? _____ How much money can you spend per person per year if your program helps only a percentage of the poor (for example, one age group)? _____

YOUR GOAL: In which program area(s) should you spend the money? Whom should you help among the poor? Everyone? The elderly? Teenagers? Mothers? Don't forget, your money will run out after three years. (Might you set something up that will keep going after three years is over?) What can you do that will best help further the governor's goal?

YOUR PLAN: After your task force discusses options, decide on a plan. One person should take notes. Think of the details: How would you begin? What steps would you take? How would you wrap it up in three years?

YOUR PRESENTATION: When you finish your plan, present it to the governor (your teacher, of course!). Persuade her your plan is great. Explain its benefits and how it will help to further her War on Poverty goal.

Worksheet 6

STATE Statistics

Numbers Are in Thousands — Percents

STATE	Total population	Total poor	Under age 18		Over age 65		% Living in Poverty		
	Numbers Are in Thousands		Total	Number poor	Total	Number poor	1996	1995	1994
AL	4,258	595	1,109	244	591	68	14.0	20.1	16.4
AK	657	54	231	25	31	1	8.2	7.1	10.2
AZ	4,786	980	1,415	499	583	81	20.5	16.1	15.9
AR	2,606	449	748	173	324	51	17.2	14.9	15.3
CA	32,305	5,472	9,083	2,312	3,331	271	16.9	16.7	17.9
CO	3,869	412	1,023	127	336	27	10.6	8.8	9.0
CT	3,341	392	913	207	461	25	11.7	9.7	10.8
DE	732	63	186	27	85	6	8.6	10.3	8.3
DC	538	130	121	47	73	17	24.1	22.2	21.2
FL	14,343	2,037	3,305	734	2,486	220	14.2	16.2	14.9
GA	7,390	1,097	1,942	414	780	117	14.8	12.1	14.0
HI	1,172	142	292	50	148	12	12.1	10.3	8.7
ID	1,185	140	332	57	136	9	11.9	14.5	12.0
IL	11,810	1,429	3,246	605	1,309	114	12.1	12.4	12.4
IN	5,681	428	1,371	126	786	59	7.5	9.6	13.7
IA	2,898	279	825	101	350	34	9.6	12.2	10.7
KS	2,569	287	743	100	350	38	11.2	10.8	14.9
KY	3,877	658	1,004	250	486	68	17.0	14.7	18.5
LA	4,263	873	1,158	368	483	84	20.5	19.7	25.7
ME	1,203	135	256	42	161	17	11.2	11.2	9.4
MD	5,085	522	1,319	219	580	36	10.3	10.1	10.7
MA	6,150	622	1,538	226	741	67	10.1	11.0	9.7
MI	9,572	1,068	2,566	454	1,199	105	11.2	12.2	14.1
MN	4,690	458	1,332	176	438	44	9.8	9.2	11.7
MS	2,797	575	834	247	275	45	20.6	23.5	19.9
MO	5,268	500	1,408	169	742	84	9.5	9.4	15.6
MT	908	155	257	89	107	10	17.0	15.3	11.3
NE	1,666	169	461	70	217	20	10.2	9.6	8.8
NV	1,634	133	406	46	197	16	8.1	11.1	11.1
NH	1,142	73	277	26	136	9	6.4	5.3	7.7
NJ	7,858	726	1,869	266	1,017	102	9.2	7.8	9.2
NM	1,847	472	616	211	184	34	25.5	25.3	21.1
NY	18,345	3,058	4,803	1,204	2,219	289	16.7	16.5	17.0
NC	7,254	885	1,794	337	855	116	12.2	12.6	14.2
ND	628	69	184	21	79	8	11.0	12.0	10.4
OH	11,254	1,424	3,004	563	1,458	158	12.7	11.5	14.1
OK	3,344	556	935	247	458	60	16.6	17.1	16.7
OR	3,234	382	803	161	419	28	11.8	11.2	11.8
PA	11,889	1,374	2,933	461	1,730	185	11.6	12.2	12.5
RI	940	104	204	30	164	29	11.0	10.6	10.3
SC	3,698	482	980	184	382	53	13.0	19.9	13.8
SD	701	82	182	25	104	11	11.8	14.5	14.5
TN	5,528	878	1,488	353	675	100	15.9	15.5	14.6
TX	19,184	3,180	5,524	1,350	1,795	264	16.6	17.4	19.1
UT	1,998	153	653	62	200	8	7.7	8.4	8.0
VT	586	74	154	27	63	6	12.6	10.3	7.6
VA	6,481	795	1,457	257	748	89	12.3	10.2	10.7
WA	5,620	666	1,506	262	505	39	11.9	12.5	11.7
WV	1,745	323	346	92	291	47	18.5	16.7	18.6
WI	5,205	460	1,430	179	595	56	8.8	8.5	9.0
WY	486	58	135	20	55	6	11.9	12.2	9.3

Based on statistics from the U.S. Census Bureau

Worksheet

Sixties Song Lyrics

Revolution

You say you want a revolution
Well you know
We all want to change the world
You tell me that it's evolution
Well you know
We all want to change the world
But when you talk about destruction
Don't you know you can count me out
Don't you know it's gonna be alright
Alright Alright

You say you got a real solution
Well you know
We'd all love to see the plan
You ask me for a contribution
Well you know
We're doing what we can
But when you want money for
people with minds that hate
All I can tell you is brother you have
to wait
Don't you know it's gonna be alright
Alright Alright

You say you'll change the constitution
Well you know
We all want to change your head
You tell me it's the institution
Well you know
You better free your mind instead
But if you go carrying pictures of
Chairman Mao
You ain't going to make it with
anyone anyhow
Don't you know know it's gonna be
alright
Alright Alright

— The Beatles
(written by Lennon/McCartney)

Blowin' in the Wind

How many roads must a man walk down
Before you call him a man?
Yes, 'n' how many seas must a white dove sail
Before she sleeps in the sand?
Yes, 'n' how many times must the cannon balls
fly
Before they're forever banned?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in
the wind.

How many times must
a man look up
Before he can see
the sky?
Yes, 'n' how many
ears must one man
have
Before he can
hear people cry?
Yes, 'n' how many
deaths will it take till he knows
That too many people have died?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in the wind.

How many years can a mountain exist
Before it's washed to the sea?
Yes, 'n' how many years can some people exist
Before they're allowed to be free?
Yes, 'n' how many times can a man turn his
head,
Pretending he just doesn't see?
The answer, my friend, is blowin' in the wind.
The answer is blowin' in the wind.

— Bob Dylan

Worksheet

Votes Count

The 13 kids in Mrs. Rodriguez's class are voting for class president and class vice president. They've all agreed that whoever gets the most votes will be president, and whoever gets the second most votes will be vice president.

Only three people are running for class office: Verne, Victor, and Virginia. Mrs. Rodriguez has instructed the class to vote for "up to" two candidates. The three candidates will leave the room when everyone votes by a show of hands.

Rob, John, and Mark are Verne's and Victor's close buddies. They vote on friendship, not merit. Rob, John, and Mark all vote for Verne and Victor.

Ellen and Julie think alike. They think Virginia should be president because she's smart and Victor should be vice president because he's funny. They vote for Virginia and Victor.

Jose takes voting very seriously. He thinks Virginia's best for the job. He also believes that Verne would settle down and work hard if he had an important responsibility like class vice president. Jose votes for Virginia and Verne. Yvonne wasn't paying attention. She votes for only one candidate: Verne.

Tanya, Max and Kira prefer Verne to Victor for vice president. But they want to be totally sure that Virginia wins for president. Since they can vote for "up to" two candidates, they could vote for both Verne and Virginia, or they could vote for only one candidate, Virginia. Does their choice make a difference?

Tanya whispers to her two friends that she is going to vote for Verne and Virginia. Max and Kira are worried that Virginia won't win for president. How should they vote in order to best help Virginia win? Can you guess?

Make a chart that shows how everyone in the class voted. (It should look like a grid.) Once you make your chart, the answer will be easy to figure out.

GREAT WEB SITES FOR THE 1960s

These Internet sites can provide additional information in each category. To make it easier for your students, bookmark sites before you ask students to view them. They will have less typing to do and less chance to make a mistake with a long address. You can also look for new sites using a search engine designed for students <http://www.yahooligans.com> **and a site with lots of 1960s links** <http://www.slip.net/~scmetro/sixties.htm>.

People and Events

Read about Dr. Martin Luther King, Jr. at <http://www.seattletimes.com/mlk/index.html> and <http://www-leland.stanford.edu/80/group/King>.

Learn more about the March on Washington: <http://www.msnbc.com/onair/msnbc/TimeAndAgain/archive/civright/default.asp>.

Read the "I Have a Dream" speech: <http://web66.coled.umn.edu/new/MLK/MLK.html>. See pictures of King from *LIFE* magazine <http://pathfinder.com/pathfinder/features/mlk>.

Take the virtual tours of the Freedom Rides and the March on Washington at the National Civil Rights Museum: <http://www.mecca.org/~crights>.

Use the time line of the American Civil Rights Movement <http://www.wmich.edu/politics/mlk>.

Hear part of John F. Kennedy's inaugural speech at the Peace Corps site: <http://www.peacecorps.gov>.

Visit the Vietnam Veterans Memorial Wall: <http://www.cpcug.com/~wall>.

Find information about those who fought in the Vietnam War, or ask Dr. Bob a question about the Vietnam War or Vietnam today: <http://www.vietvet.org>.

Read a time line of American involvement in Vietnam: <http://acs.oakton.edu/~wittman/chronol.html>.

Read about John F. Kennedy as President: <http://www.whitehouse.gov/WH/glimpse/presidents/html/jk35.html> and <http://www.jfklibrary.org/jfk.htm>.

Take a virtual tour of the student sit-ins through the National Civil Rights Museum: <http://www.mecca.org/~crights/cyber.html>.

Find dates of student protests and other demonstrations against the Vietnam War on a time line at <http://acs.oakton.edu/~wittman/chronol.html>.

President Johnson followed up on another President's ideas about paying for health care for older Americans: <http://www.hcfa.gov/facts/f9510ann.htm>.

What percentage of older Americans are covered by Medicare today compared to those with health insurance in the 1960s? <http://www.hcfa.gov/facts/f9510ann.htm>.

Read stories of VISTA volunteers: <http://www.libertynet.org/~zelson/living/reader.html>.

Arts & Entertainment

Visit the Rock 'n' Roll Hall of Fame at <http://www.rockhall.com> to look up musicians. Check out the exhibit* on "The Psychedelic Era."
Look up Berry Gordy, Jr., and some Motown artists he worked with: Jackie Wilson, Marvin Gaye, Smokey Robinson, the Temptations, and the Supremes.
Listen to audio clips from performers at Woodstock: Jefferson Airplane, The Who, Jimi Hendrix, Janis Joplin, Carlos Santana.
Check out Beatles trivia and listen to song clips.

Use the Internet Movie Database to look up stars, movies and TV shows: <http://us.imdb.com>.
Look up Dennis Hopper, Peter Fonda, and Jack Nicholson in *Easy Rider*.
What did *Star Trek* creator Gene Roddenberry do before he wrote *Star Trek*?
Who is the only main character to appear in both the 1965 pilot and the 1966 series?
What President appeared on *Rowan & Martin's Laugh-In*? Check the cast listing.

What's today's star date? <http://www.startrek.com>.

How probable are warp drives, transporters, or universal translators? Read a NASA scientist's view: <http://ssdoo.gsfc.nasa.gov/education/just-for-fun/trekking.html>.

See Beatles album covers and lyrics: <http://www.smoky.org/~wes/Beatles>.

Listen to sound clips from *Rowan & Martin's Laugh-In*: <http://www.geocities.com/Broadway/1276/laugh-in.html>.

Check out the paintings and art in The Andy Warhol Museum: <http://www.warhol.org/warhol>.

Look up a pop artist, David Hockney, in the 20th century famous paintings area of the Web Museum: <http://sunsite.unc.edu/wm>.

Sports

Read about Maris's career: <http://www.totalbaseball.com>. Check his records in the "time machine": <http://www.yankees.com>.

Read about the first two Super Bowl teams: the Green Bay Packers at <http://www.packers.com> and the Kansas City Chiefs at <http://www.kcchiefs.com>.

See a play in the first Super Bowl: <http://www.nfl.com/superbowl/history/memories>.

Learn more about Packers coach Vince Lombardi at <http://www.cmgww.com/football/lombardi/lombardi.html>.

Science and Technology

Read about Rachel Carson, author of *Silent Spring* at <http://www.rachelcarson.org>.

Learn about garbage and recycling, air, the environment, plants, and animals: <http://www.epa.gov/kids>.

Learn about the Apollo Manned Space Program: <http://ceps.nasm.edu:2020/APOLLO/Apollo.html>.

See NASA's video clips and hear sounds from the historic Apollo 11 mission: <http://www.ost.hq.nasa.gov/apollo/apo11.html>.

How "old" would you be on another planet? <http://liftoff.msfc.nasa.gov/kids/academy/age.html>.

How much would you weigh on the moon? <http://liftoff.msfc.nasa.gov/kids/academy/weight.html>.

How would you have run a business in the 1960s? See how a microprocessor works! <http://www.intel.com/intel/intelis/museum>.

Learn more about how lasers work at <http://encarta.msn.com/ctc>, and read about laser science projects at <http://www.laserfx.com/science.html>.

Lifestyle

See 1960s Mustangs at the Ford site: <http://www.ford.com/archive/mustanghistory.html>.

Check out '60s clothes: <http://www.geocities.com/SoHo/4473/index.html>.

Send an electronic postcard to someone who collects Barbie® dolls: <http://www.barbie.com>.

Play games and share your ideas in Kids' Network and read Talk Board at National Geographic World: <http://www.nationalgeographic.com/kids>.

SURF THE WEB TO CELEBRATE THE CENTURY™

The U.S. Postal Service Celebrate The Century Web Site

In addition to providing the materials in the Celebrate The Century™ curriculum kit, the U.S. Postal Service has created a special section on its Web site just for you to Celebrate The Century: <http://www.usps.gov/ctc>.

You'll find information about Celebrate The Century and specific details and games for the 1960s. You'll find such terrific features as:

1. MIND OVER MAIL - Have you ever watched the game show *Jeopardy*? You'll enjoy this postal game with similar strategies that challenge you with stamp subjects from the 1960s. There are other games for the 1960s that will also test your memory and your skills.

2. ON-LINE FORUM - The postal service wants to hear from you. For the 1960s, you can tell which is your favorite stamp subject and why. And you can also write about the state where you live, and post that information on-line. You can also read what others have written.

3. PICTURE PERFECT - There are quite a few ways to be creative. You can Design a Stamp by printing out a stamp frame and creating an image. Or you can Color A Stamp by picking one you like and adding color on-line. You can even design your own stamp and color it on-line. And you can send the picture you created to the postal service.

4. STAMPS ALIVE - Look through the archives of stamps from the past. Can you find stamps that have themes from the 1960s?

Microsoft's Encarta Web Site

Microsoft has collaborated with the U.S. Postal Service to provide a wonderful easy-to-use Web site for Celebrate The Century™ at <http://encarta.msn.com/ctc>.

You can find information on stamp subjects from the 1960s in Encarta Concise, their on-line encyclopedia. And all of the materials from your Celebrate The Century education kit are there, too. You and your students can access all of this information and more. Be sure to visit these special Celebrate The Century Web pages. There you will find several terrific features:

1. ENCARTA CONCISE - There are articles from the Concise version of Encarta on topics from the 1960s. Click on "Encarta Concise" to learn about art & entertainment, prominent people & events, sports & atnletes, and science & technology in the 1960s. Each category lists keywords and article titles on many of the sixties topics.

2. CHALLENGE THE CENTURY - Play Encarta's fast-paced knowledge game based on information from the 1960s.

3. SCHOOLHOUSE - Review Celebrate The Century lesson plans and more.

4. TOPIC CARDS - Read cool facts about what was happening in the 1960s.

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READING LIST FOR STUDENTS THE 1960s

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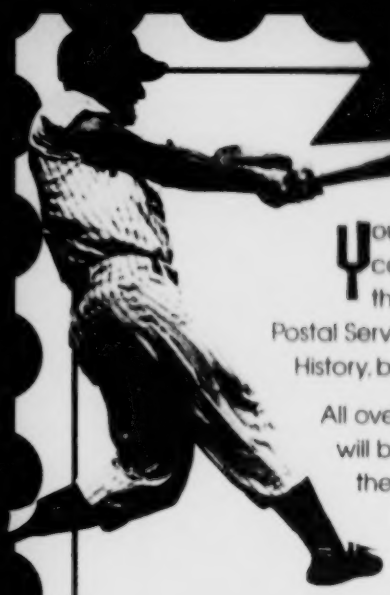
PARENTS' PAGE



Your child is participating in an exciting new program at school called the Celebrate The Century™ Education Series, sponsored by the United States Postal Service. It is a program that not only teaches 20th century American History, but also empowers your child and you to make history together!

All over the country, throughout the next two years, children and adults will be voting on stamp subjects to commemorate the 1950s through the 1990s. What people, events, and fashions do you think best represent each decade?

Read on for super family activities to reinforce your child's learning at school.

PUT YOUR STAMP ON HISTORY™: In May, your child will bring his or her 1960s ballot home to share with you. Can members of your family remember the 1960s? Take the opportunity to ask Grandma or Grandpa. What do they remember? After your family discussion, fill out your ballot and mail it in. Remember, it must be postmarked no later than May 30, 1998, to count.

STAMP COLLECTING AT HOME: Stamp collecting is an enduring, educational hobby. You can begin with stamps that come to your home in the mail. "Float" the stamp off the paper in a dish of soapy water. Children are particularly excited by Endangered Species, Classic Movie Monsters, Bugs Bunny, and The World of Dinosaurs stamps.

STAMP TIME ON-LINE: You and your child can explore the 1960s and other decades online, at home or at the public library:

U.S. Postal Service: <http://www.usps.gov>
Puzzles, games, stamp collecting, old letters, and more for kids and parents.

Celebrate The Century: <http://www.usps.gov/ctc>
Find exciting, decade-specific learning activities.

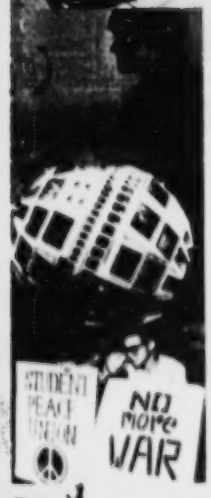
Microsoft® Encarta® Online: <http://encarta.msn.com/ctc>
Get the facts on each decade and download kit components.

National Geographic World Magazine:
<http://www.nationalgeographic.com/world>
Read biographies of famous people, state your opinion, and more.

Stamp Vote: <http://stampvote.msn.com>
The whole family can vote for their favorites.

Put Your Stamp On History!™

Sixties Word List



a cat - a guy

to co-opt - to sell out

to cop out - to make an excuse so you won't be responsible

to dig it - to really like something a lot

far out - cool

generation gap - difference in values between two generations

groovy - cool

hippie - a long-haired young person who believed in peace and love

man - a term used to address another person

pad - the place where you live

to rap - to talk seriously to another person

the scene - the things that are happening around someone

to split - to leave

uptight - nervous

vibes - feelings that you sense

where it's at - a cool and groovy scene

What's happenin'? - What's up?

To enroll or get more information on the Celebrate The Century Education Series call 1/800 450-4FO

RG1

CELEBRATE 100 THE CENTURY™

PUT YOUR STAMP ON HISTORY 1900•2000

UNITED STATES POSTAL SERVICE®

28

Put Your Stamp On History!™

Lesson 5

Who Has The Right To VOTE?

Objective: To raise consciousness regarding voting rights and discrimination while acquainting students with all 30 ballot topics

Curriculum Connection: Citizenship, History, Language Arts, Social Studies, Teamwork

Technology: Word processing; Internet access

Ballot Topics: All 30

Time: In Class: One to four class periods.

Materials: Topic Cards; photocopies; writing materials

Worksheets: [illegible] page 49

Teacher Prep Time: 20 minutes. Review lesson. Make photocopies.

TO BEGIN, discuss the United States Postal Service's Celebrate The Century (CTC) program. Since the U.S. Postal Service is giving kids the vote, ask your students: "Who has the right to vote in America?"

The question is not as simple as it seems. In the 1960s, the answer involved struggle, protest, and violence.

DISTRIBUTE the worksheet "Voting Rights Challenge" and ask your students to complete the questionnaire. After discussing their answers, review the second worksheet: "Some Facts About Voting Rights."

To vote responsibly, you need to know about the issues. Tell your students that they are going to learn more about the 1960s CTC ballot topics by playing a guessing game called "What's My Topic?"

The game is a fun attempt to describe the topic without actually naming it. Divide the class into teams. Distribute one Topic Card to each team. (Warn teams to hide their cards from each other!) Explain that each Topic Card describes one of the 1960s ballot topics.

✪ **ASK** each team to write a "What's My Topic?" fact list based on their Topic Cards. The team must select five significant facts from their Topic Card. The team may use words that appear on their card; however, they may NOT use any word that appears in the Topic Card title.

For example, for "The Vietnam War" Topic Card a team might say, "This event has a memorial in Washington, D.C. dedicated in 1982." The team may not say, "This war has a monument . . ." because "war" is a word in the topic title.

When teams are finished, ask them to double-check their writing. Were they careful to omit all words used in the Topic Card titles?

✪ **TO CONCLUDE,** have each team read its "What's My Topic?" list aloud to the others. The other teams should try to guess the name of the topic. Continue the game until all Topic Cards have been used.

✪ **TO EXTEND** the lesson, your students might form a "Freedom Month" campaign for kids, based on the "Freedom Summer" voter registration drive of 1964. Students might inform and encourage other kids in their school to learn about modern American history and vote in the Celebrate The Century program.

✪ Technology Extension:

(1) Students can use Encarta Concise Encyclopedia Online—<http://encarta.msn.com/ctc>—to learn about the ballot topics. Look for keywords and article titles. (2) Students can choose their favorite '60s ballot topics and explain their choices in the USPS/CTC On-line Forum—<http://www.usps.gov/ctc>

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Lesson 2

Stampin' Around Your Home State

Objective: To link the 1960s ballot topics to each student's local state history

A stamp's "Place of Issue" is a great hands-on way to link history and local geography for your students.

Curriculum Connection: U.S. Geography; U.S. History; Language [illegible] Research Skills; Teamwork

Technolog [illegible] word

Ballo [illegible]

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Materi [illegible] research [illegible] cation [illegible] art, etc.

Worksheet [illegible]

Teacher Prep Time: 15 minutes to review the lesson.

NOTE: Classes not based in the U.S. can choose one of the 50 states.

TO BEGIN, review the concept of a stamp's "Place of Issue." Every new commemorative stamp created by the United States Postal Service is issued at a place that is linked in some significant way to the stamp's subject. For example, the 1998 issue of the First World Series stamp, part of the Celebrate The Century series, was unveiled in Cooperstown, N.Y., because the Baseball Hall of Fame is located there.

The "Place of Issue" connection might be loose—for example, a local nature preserve as a "Place of Issue" for topic #19, "Environmental Awareness"—or the connection might be more specific, such as a Vietnam War memorial monument for topic #4, "The Vietnam War."

- **DIVIDE** students into teams and assign each team one ballot topic to research. It might be best to give each team a different topic. (For this assignment, you might want to avoid *Easy Rider* and *Catch-22* because of age-inappropriate content in these movies.)

✿ **ASK** team members to research their topic as well as their home state. If they have access to a CD-ROM-based encyclopedia, they can search using keywords for both the topic and the state. If they have access to the Internet, they can check to see if their state has its own Web site and, if it does, find out what information is available there.

✿ **ASSIGN** team members have done their original research on their stamp topic as well as their home state, you might help them decide who will present what information.

- **DISTRIBUTE** "Speak Up" worksheet for tips on public speaking skills for kids and for teams. Give teams a chance to practice with each other.

✿ **TO CONCLUDE,** have teams give their presentations to the class.

- **TO EXTEND** the lesson, ask students, "What would make a great 1960s stamp topic for your state?"

Besides doing newspaper research, students might interview family, friends or relatives who lived in the state in the 1960s. Students might write up their findings and design a 1960s stamp that honors their home state.

✿ **TECHNOLOGY EXTENSION:** Students can write about their state and post it on the U.S. Postal Service's Celebrate The Century Web site's Online Forum, <http://www.usps.gov/ctc>. Have them: 1. Choose one category: Facts, History, Places, Government and Politics, or Famous People. 2. Write an essay. 3. Post the essay on the Web site. (Students will be asked for the name of their class and teacher, the name of their school, and the school's city, state, and zip code.)

TAKE A FIELD TRIP THROUGH the 1960s

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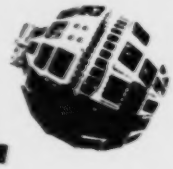

THE LIVING TREE OF SCIENCE

Objective: To demonstrate the way science evolves and affects us all

Science is exciting not only because of its amazing achievements and discoveries, but also because of the ways in which those discoveries influence and change our daily lives. In this lesson, students take a look the progress and effects of science and technology.

TO BEGIN, divide the class into five teams. Assign each team one of the five "Science & Technology" ballot topics. Have them read the corresponding topic card.

✿ **ASK** teams to research their ballot topics. They need to discover some events and/or products that led up to the 1960s development and some events and/or products that resulted from the 1960s scientific development.

Once teams have completed their research, they should create their "Living Tree of Science." Here's how:

✿ **THE TREE:** Using brown paper, each team should draw, paint and cut out a large tree with roots and branches.

✿ **THE ROOTS:** Teams should create and cut out pictures or "icons" to represent events and/or products that led up to the 1960s development. Label the pictures with research information.

✿ **THE TRUNK:** Information for the trunk may be taken from the topic card.

✿ **THE BRANCHES:** Teams should create pictures/icons to represent the events, lines of scientific inquiry, and/or other developments that continued after the 1960s scientific development.

✿ **THE FRUITS:** The "fruits" might be the more contemporary physical products (e.g., laptop computer), services (e.g., laser eye surgery), or other results (e.g., cleaner water) that developed because of the 1960s topic.

✿ **TO CONCLUDE,** design your Living Tree of Science bulletin, invite parents or other classes to come and see.

✿ **TO EXTEND** the lesson, teams could imagine their science topics as they might "grow" into the future. For example, a team might picture the "fruits" of the tree dropping off and becoming "seeds." A "seed" sprouts up into a technology of the year 2025! (Perhaps a student could be the "bird" that takes the "fruit" home to "digest" and transform into the technology of the future!) Then plan a science fair. Have your students build their inventions and draw pictures of them being used in the future.

Curriculum Connection: Art; Library Research Skills; Science; Teamwork; U.S. History

Technology:
Word processing; CD-ROM encyclopedia; Internet access.

Ballot Topics: Five "Science & Technology" topics

Time: In Class: Two or three class periods.
At Home: One week.

Materials:
Photocopies of worksheets; roll of brown paper; paint; (optional) magazines to cut up; thumbtacks; glue; tape; writing materials.

Teacher Prep Time:
15 minutes to review the lesson.

✿ Technology Extension:

Many Web sites both help students learn and make science fun. On-line, go to Yahooligans—<http://www.yahooligans.com>—for science museums and sites. Read more about inventors at <http://www.invent.org>. Trace the development of computing from 1945 to 1990 at <http://www.net.org/gateway/gateway.html>.

Learn all the yucky stuff of science and have a great time at <http://www.ni.com/yucky>.

Check your Resource Guide for more.

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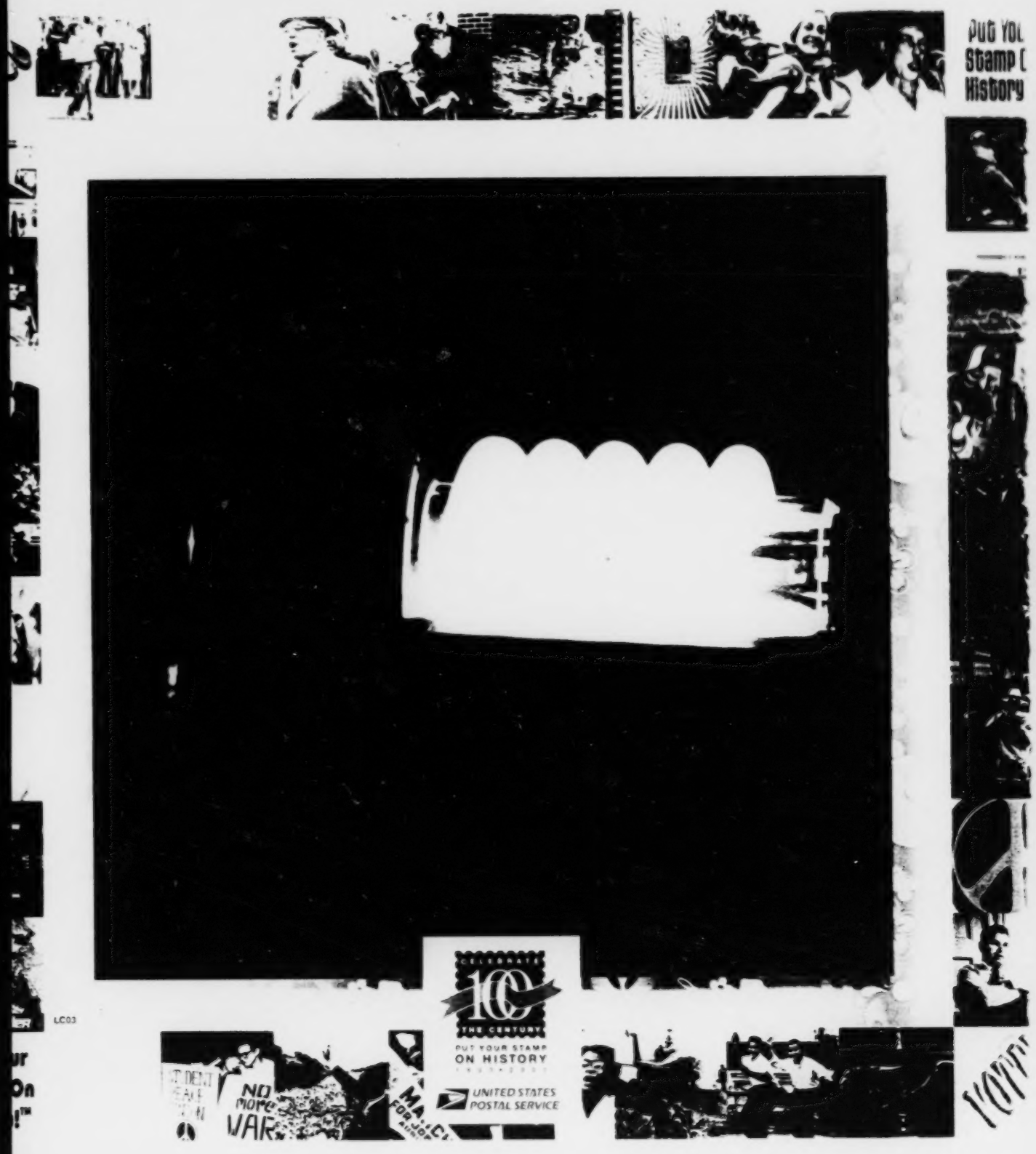

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Lesson 5

The "I Have a Dream" Mother's Day Card

Objective: To combine a Mother's Day gift with a major 1960s theme: How to make a better world

Curriculum Connection: Art, Social Studies; Language Arts (optional) Library Research

Technology: [illegible] CD-ROM encyclopedia; Internet access

Ballot Topics: Seven "People & Events" topics

Time: In Class: Two class periods

Materials: Topic Cards; photocopied worksheets; construction paper; art materials; (optional) sample stamps

Worksheet: See Resource Guide page 11.

Teacher Prep Time: 30 minutes to review printed materials, photocopy worksheet, and gather supplies.

TO BEGIN, distribute your worksheet (Resource Guide page 11). Review the "I Have a Dream" excerpt. Discuss Martin Luther King, Jr.'s dream. Review the "I Have a Dream" Topic Card.

✿ **ASK:** What else did people dream of in the 1960s? You might take a look at other Topic Cards such as "Environmental Awareness," "Man Walks on the Moon," "Struggle for Civil Rights," "The Peace Corps," "Americans Demonstrate," and "The Great Society and Medicare."

✿ **ASK YOUR CLASS:** What in America or in the world do you believe needs to be changed for the better? Some ideas you might discuss with students are a healthier environment, war, poverty, crime, discrimination, better education, closer families, safer neighborhoods, and more caring and kindness among children.

How do your students think these problems might be solved? What pictures of solutions might students draw? The student's "solution" is her or his "dream."

✿ **ASK** your students to choose an "I Have a Dream" solution for a Mother's Day card. They should write about it in a short composition, or describe it in one sentence. Also ask students to write a brief description of the Celebrate The Century Program. They can use the title "I'm Puttin' My Stamp on History."

MOTHER'S DAY CARD INSTRUCTIONS:

(1) Fold construction paper into a card. On the front, draw a stamp-perforation frame. (See inside edge of Teacher's Lesson Card.)

(2) Inside the frame, draw a picture that represents your "dream." You might also include "32" for the postage with "USA" next to or under it, and write "I have a dream" in the frame as well.

(3) Inside the card, copy your "I Have a Dream" composition or sentence as well as "Happy Mother's Day."

(4) On the back of the card, copy your explanation of the Celebrate the Century program. Title it: "I'm Putting My Stamp on History!"

✿ **TO CONCLUDE,** have students share their cards, art, and ideas with each other before they take their cards home to Mom.

✿ **TO EXTEND** the lesson, distribute and discuss the full text of Martin Luther King, Jr.'s "I Have a Dream" speech.

✿ **TECHNOLOGY EXTENSION:** Students can use the USPS/CTC Web site's stamp coloring options (Design A Stamp, Color A Stamp, and Picture Perfect) in this activity. They can send their creations to the USPS. They can also look at past commemorative stamps. They'll find recently released stamps on-line at <http://www.stampsonline.com>.

TAKE A FIELD TRIP THROUGH THE 1960s

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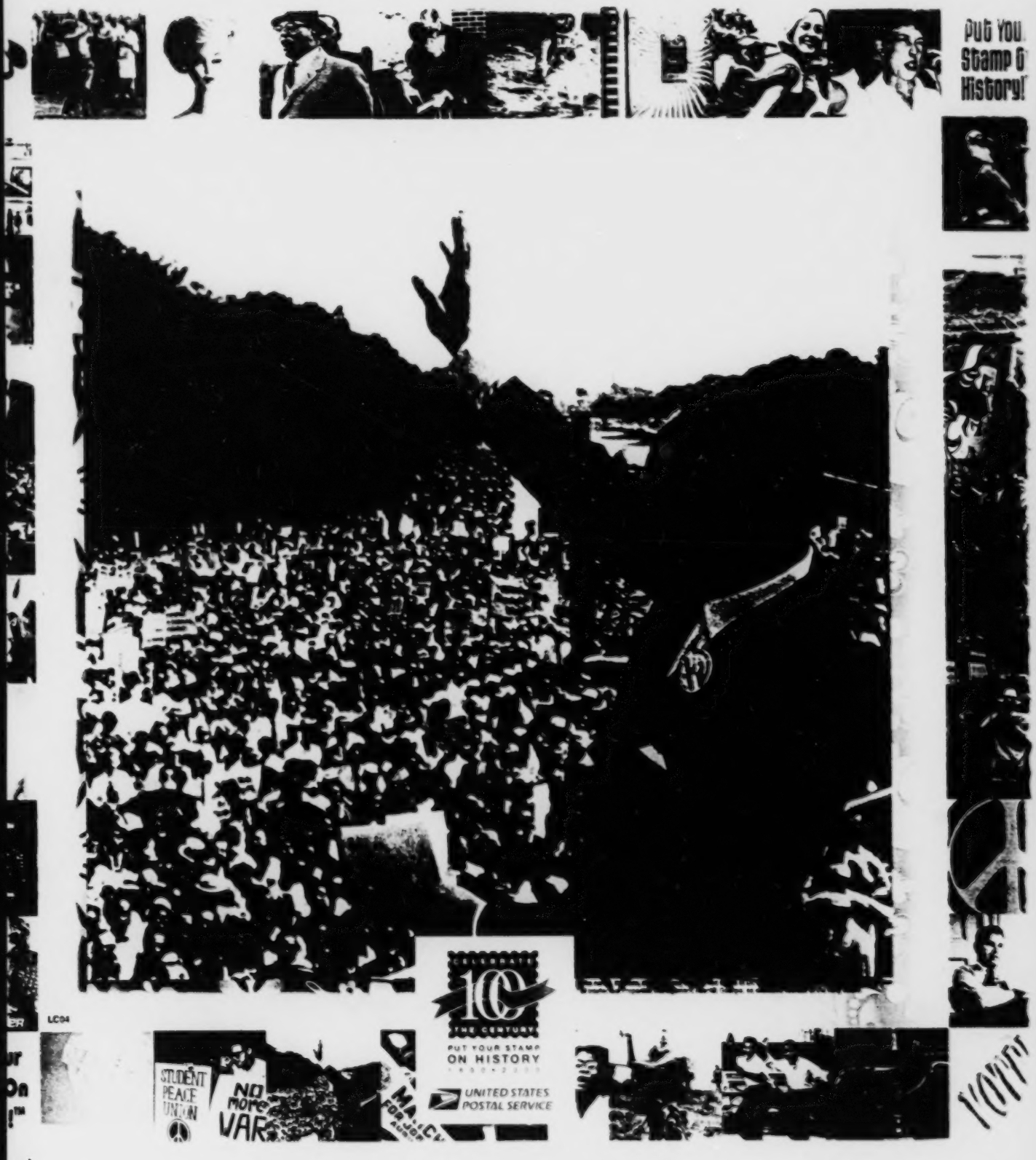
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Lesson 5

Time Warp Math

Objective: To give students hands-on experience in creating a demographic database as they learn more about the sixties

In this lesson, students conduct a survey based on the ballot topics, tabulate their results, and graph the class's results.

To BEGIN, photocopy, distribute, and review the survey questionnaire. The variables are age and gender. The class may add another variables, if they want to. Ask: What else might affect stamp topic choice? Military service? Hobbies? Profession?

Each student should interview at least five people. Students should try to interview people of all different ages. They must interview at least one older person who lived through the sixties and one younger person who did not. (They should not interview anyone in their own class.)

Please caution your students not to engage any strangers in an interview. Once your students have collected all their data, they must crunch the numbers.

✪ TABULATE: Using the worksheet provided (Resource Guide page 13), have each student tabulate his or her survey results. Someone should tabulate the total class results on a flip chart. (If students created extra variables, they must create new worksheets.)

✪ FRACTIONS, ALGEBRA: Once results have been tabulated, you can ask children to express numeric relationships in fractions and percentages. You might also teach how to calculate variances when examining results.

✪ GRAPH: Brainstorm with your students regarding the kinds of graphs that would best represent class findings. You might do the following:

- Create a pie chart of the 30 ballot topics based on popularity (that is, based on the total number of votes each topic received).
- Bar graph total results. Place ballot topics 1-30 on one axis; place total number of respondents, from 0 to (total), on the other axis. Compare the popularity of each ballot topic.
- Bar graph results based on gender.
- Divide class into seven teams. Have each team create a bar graph of the results based on numbers for one age group. Compare and discuss the results.

Curriculum Connection:
Language Arts; Math; Social Studies

Technology:
Word processing; spreadsheet software with graphs; Internet access

Ballot Topics: All 30 ballot topics

Time: In Class: Two to three class periods. At Home: One week.

Materials:
Photocopied worksheets, flip-chart paper, rulers, colored markers for graphs

Worksheet: See Resource Guide pages 12-13.

Teacher Prep Time: 30 minutes to review lessons and make photocopies; later, 15 minutes to recreate Tabulation Worksheet on flip chart.

Brainstorm with your class about other graphs they might create with the data they have collected. (For example, graphs based on favorite and least favorite ballot topics.)

To conclude, have the class create a bound report, including charts.

To extend the lesson, have the class create its own survey, graph the answers and publish the results.

✪ TECHNOLOGY EXTENSION: Students can use a spreadsheet program and turn data into charts and graphs. They can compare their results to the national sixties vote. Find the national results at <http://www.usps.gov/ctc> about six weeks after the voting ends.

TAKE A FIELD TRIP THROUGH 1960s

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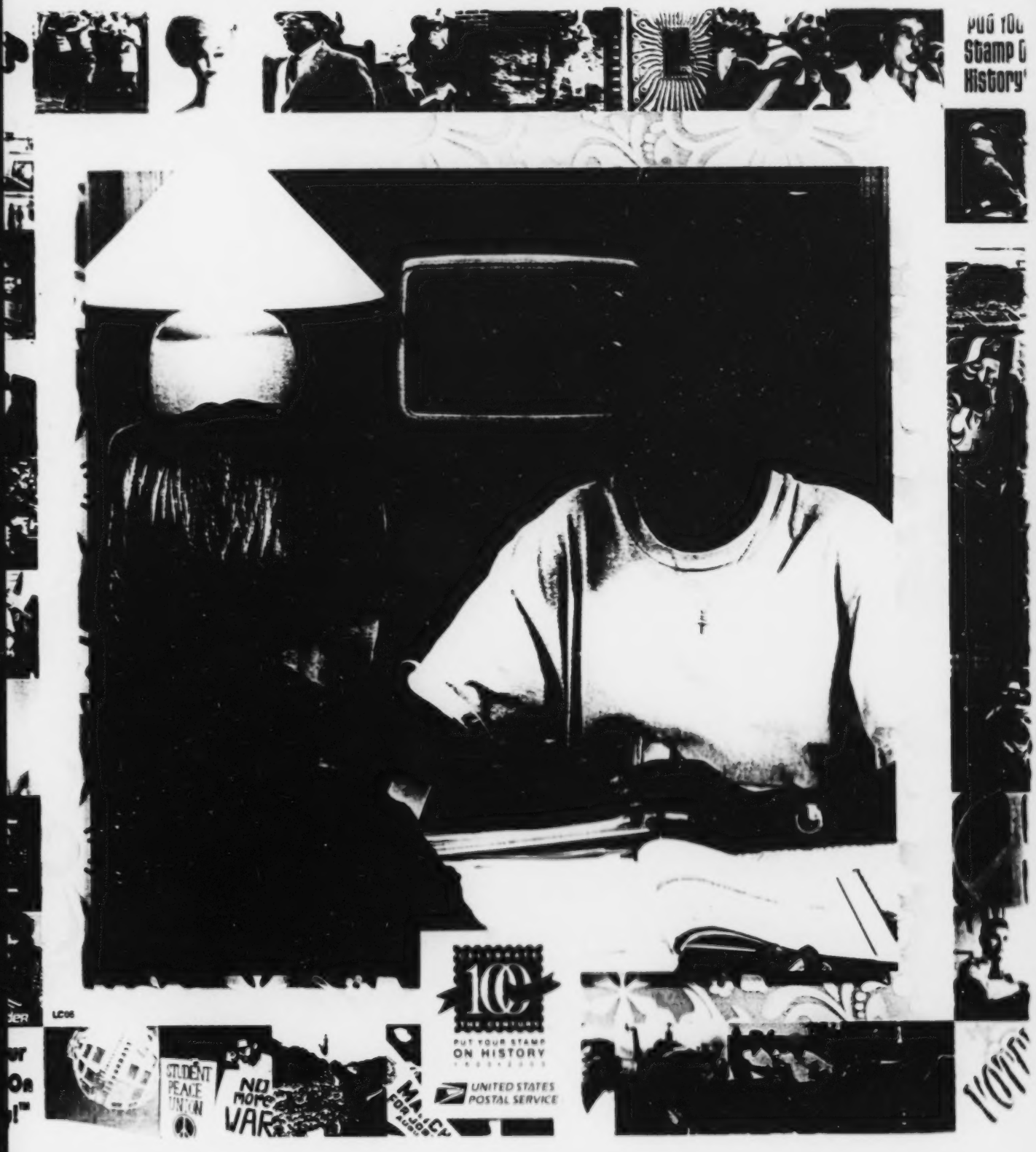
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Lesson 6

WAR ON POVERTY

Objective: To help students better understand the workings of government

Students review President Johnson's 1960s War on Poverty and decide how they would spend 30 million dollars for a War on Poverty in their own state.

TO BEGIN, review Topic Card 7, "The Great Society and Medicare." Distribute and discuss Worksheet A, "Johnson's War on Poverty." Discuss with your students the role of the government in helping Americans.

In the sixties, presidents like Kennedy and Johnson believed that government could and should fix society's problems. However, many people disagreed. People still argue about it today. What do your students think? How do they think government can help people best?

✿ **TELL** your students that they are going to get a chance to lead a mock War on Poverty. Divide your students into several "task forces." Tell them that the state's governor (played by the teacher) has dedicated 30 million dollars over three years for a War on Poverty in their state.

The governor has asked the class to figure out how to best spend this money. Each task force must make a recommendation to the governor.

✿ **DISTRIBUTE** "War on Poverty" Worksheets B and C. Ask students to complete the calculations on Worksheet C. They should use their numbers to think about what programs would work best for their state.

✿ **GIVE** each task force some time to review their statistics, discuss options, and form a plan. Their time can vary according to how long you want to spend on this lesson. Each task force must then choose a spokesperson who will present the group's recommendation.

✿ **TO CONCLUDE** the lesson, have the class write a letter to the state's governor, and send copies to their state senator and representative. In their letter, the class should describe their best ideas for a War on Poverty for their state. The class might also explain that they are studying President Johnson's 1960s War on Poverty as part of the United States Postal Service's Celebrate The Century program.

Curriculum Connection:
Language Arts; Math; Social Studies; Teamwork

Technology:
Word Processing; CD-ROM and/or Internet

Ballot Topics: "The Great Society and Medicare"

Time: In Class: Three class periods. At Home: One to two weeks.

Materials: Writing and research materials, pencils, and worksheets

Worksheet: See Resource Guide pages 14-16.

Teacher Prep Time: 15 minutes to review lesson.
NOTE: Classes not based in the U.S. can choose one of the 50 states.

✿ **TO EXTEND** the lesson, have students stage a debate. What should the federal government's role in curing America's social ills be? They should consider the following questions: What should be left up to individual state governments? What should be left up to free enterprise, individual effort, and the forces of the marketplace? Why?

✿ **TECHNOLOGY EXTENSION:** Students can use a spreadsheet to keep track of what a family of four needs in order to survive and how much they need to earn. What can the state/federal government/others do to supplement what's missing? Students can use presentation software to develop their ideas into presentations.

TAKE A FIELD TRIP THROUGH The 1960s

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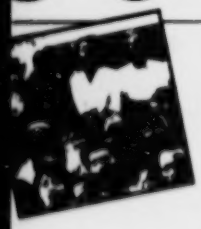
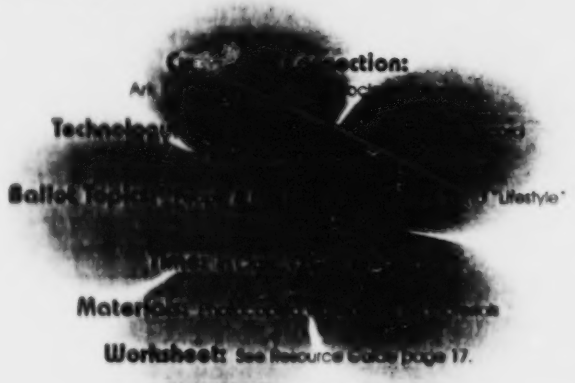


Lesson 5

The Music of Change

Objective: To give students a feel for the sixties through music and art



The music of the 1960s was suffused with the feelings of the times. Songs of protest, peace, and love abounded. In this lesson, students get to experience those 1960s feelings through music and art.

TO BEGIN, distribute the "Music of Change" worksheet. Read and discuss the songs' lyrics with your students. What are the lyrics about? What are the feelings in the songs — joyous, angry, sad? Does the meaning of each song change as you read from the first stanza to the last?

IF POSSIBLE, play the actual songs. (You might try to find original records to play.) Discuss how the two songs express the way many young people felt about civil rights, "flower power," war, and peace in the 1960s.

If there is time, ask students to find more 1960s song lyrics at home or in the library. Discuss the lyrics they copy and bring to class. This will give them a broader array of subjects from which to choose for the following art project.

Once you have reviewed the lyrics, ask students to create a painting based on one of the songs provided. Encourage children to paint the "feelings" of the song. Ask: What is the main idea of the song? What does the writer really want you to understand from this song? What images would best express that idea? Ask students to include a phrase or words from the lyrics somewhere in the painting.

✿ **TO CONCLUDE,** display the finished art with a copy of the song lyrics, or with a photo and a biography of the songwriter/performer.

✿ **TO EXTEND** the lesson, ask students to write their own song lyrics.

✿ **TECHNOLOGY EXTENSION:** Students can visit the Rock 'n' Roll Hall of Fame at <http://www.rockhall.com> to find as many songs as they can that fit the sixties. (Hint: Look for civil rights, social protest, Vietnam.) They can also learn more about rock 'n' roll in the sixties from Encarta Concise at <http://encarta.msn.com/ctc>. How many singers can they find who were popular in the sixties? How many of these names do their parents and neighbors remember?

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A Lesson & Log for 1960s Sound-off Dioramas

Objective: To develop research skills

Students have fun making 1960s dioramas with this hands-on research project.

TO BEGIN, discuss dioramas with your class. A diorama is a three-dimensional, realistic scene with a painted or photographed back drop. A sound-off diorama is a diorama with sound effects.

✿ **DISCUSS** how students might make dioramas, materials they might use, how big the dioramas should be, etc. Movable dioramas can be made inside a box or on top of a piece of plywood.

A diorama can be as big as a refrigerator box or as small as a shoe box. Any materials can be used; students often use clay, cardboard, papier mâché, fabric, tinfoil, paint, rubber bands, recycled bottles, twigs, and anything else that might fit.

✿ **DIVIDE** students into teams and assign each team a 1960s topic. Any ballot topic could serve as the subject of the diorama. Teams may also choose a 1960s theme that includes several topics, such as "War and Peace in the Sixties," "Space," or "Sports."

✿ **ASK** each team to research its topic. Research can be done in the library, electronically on CD-ROM encyclopedias, and on-line if possible. Papers do not need to be written, but all the information the team learns should be taken down in notes. The notes should be kept to help the team members talk about their topic as they explain their diorama.

Once the team's diorama is finished, it is time to add sound effects. Sound effects should be recorded with a tape recorder and a tape. Students can record original speeches, music, natural and man-made (or child-made) sound-effects, radio, TV, and, most important, their own voices (interspersed with sound effects) telling the viewer all about the topic. When people view the diorama, they should play the tape.

✿ **TO CONCLUDE,** have the class view each diorama and listen to the tape. Invite another class or parents in to view the dioramas, too.

Curriculum Connection:
Art; Library Research; Social Studies; Teamwork

Technology: CD-ROM encyclopedia; Internet access; presentation or animation software

Ballot Topics: A majority of the 30 topics

Time: In Class: One class period. At Home: One to two weeks.

Materials: Photocopied worksheet; variety of multimedia art materials; tape recorder

Teacher Prep Time: Minimal

✿ **TO EXTEND** the lesson, have students write a dramatic skit or play based on their diorama and tape.

✿ Technology Extension:

Students can create interactive dioramas with animation software and demonstrate their topics with characters they create and scenes they design on a computer. They may also want to use presentation software or word processors to create brief explanations of the topics their dioramas represent.

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Lesson 3

Fun in the Sixties

Objective: To give students a memorable experience of history

In a half-day or a full-day festival, the class gets to see the sixties — live!

TO BEGIN, decide with your students what to do for your 1960s festival. Review Topic Cards for ideas.

Here are some suggestions:

- Have everyone dress up for the day as a hippie (flowery clothes, peace symbols, beads) or a mod (clothing with bright, geometric patterns, mini-skirts, go-go boots, and wild sunglasses).
- Stage a mock demonstration about a social issue (for example, destruction of the rain forests). Students could make placards, have a sit-in, and give speeches.
- Make tie-dye shirts. (See instructions in TimeSliders student magazine.)
- Discuss Space: The Final Frontier. Watch a video or listen to the audio of Neil Armstrong and Buzz Aldrin walking on the moon. Have each student bring in a newspaper article about space — anything from 1960 to the present. Debate if life exists on other planets.
  Use the NASA Web sites (begin at <http://www.nasa.gov>).
- Have a team of students create a Rowan & Martin's Laugh-in "Farkle Family" skit. * Make up a "family" name. * Create family members with peculiar habits. Family members' names should alliterate with the last name (Lilly and Lance Lalla). * Create a problem that someone in the family must solve. * Create skit dialog that alliterates with the family's name — the sillier the better! Students should perform the skit on the day of the festival.
- Bring in pictures of pop art. On festival day, have the class create a pop art mural on butcher block paper.
- Play sixties music and learn sixties dances: the Twist, the Mashed Potato, the Jerk, the Shag, the Swim, the Monkey, the Watusi, and more. Find someone to show students sixties dances.

Once you and your class have chosen your sixties activities, plan your agenda. Try to do at least three different activities. You might print up your agenda and invite parents and grandparents to participate, too.

Curriculum Connection:
Art, Language Arts, Music, Physical Education, Social Studies

Internet access: NASA Web [illegible] Celebrate the Century Web site and [illegible] Celebrate the Century

Ballot Topics: "People [illegible] "Entertainment," "Man Walks on the Moon"

Time: In Class: One class period [illegible] Whole festival day
At Home: One to [illegible]

Materials: Depends on activities chosen

Teacher Prep Time: One hour or more (over two weeks) to find or help students create materials.

TO CONCLUDE the festival, have students write letters to people who lived through the sixties. The letters should describe the sixties festival and the students' thoughts on the decade.

TO EXTEND the lesson, have students create a local photo-essay on the sixties. They can take pictures around town of things reminiscent of the sixties. They can also take photographs and notes during the festival. Later, they can use these materials to create their photo-essay.

TECHNOLOGY EXTENSION: Students can use the internet during the activities of the day. For example, they can use the U.S. Postal Service Web site — <http://www.usps/gov> — to create pop art stamps (Design a Stamp and Picture Perfect), to play interactive games on ballot topics, and to find cool facts to create a trivia challenge game. Kids can play the Encarta Challenge game and find more super info at the Encarta Online Web site: <http://encarta.msn.com/ctc>.

TAKE A FIELD TRIP THROUGH 1960s

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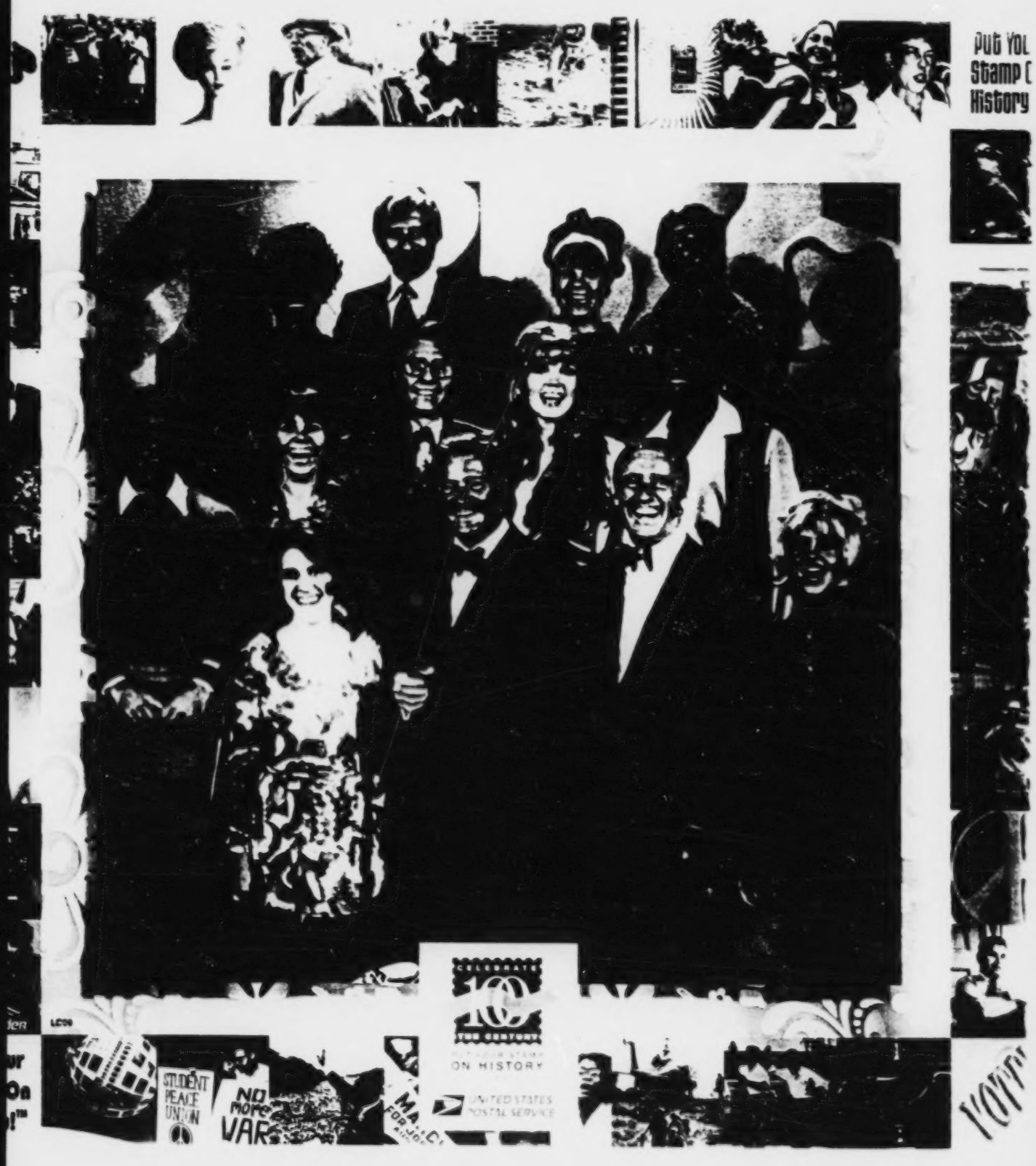
Put You
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History
CELEBRATE
ON HISTORY
UNITED STATES
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LESSON 16

The Celebrate The Century Vote

Objective: To demonstrate the importance of the individual vote

Once you have used some lessons to introduce the 1960s and the ballot topics, it is time for your class to vote. Your entry must be postmarked no later than May 30, 1998.

TO BEGIN, tell students they will do a math problem that will show something about how votes are tallied. This problem concretely illustrates for students that "less" may be a bit more in a cumulative vote. In the context of this math problem, you may also want to discuss America's electoral voting process versus the results of a direct vote.

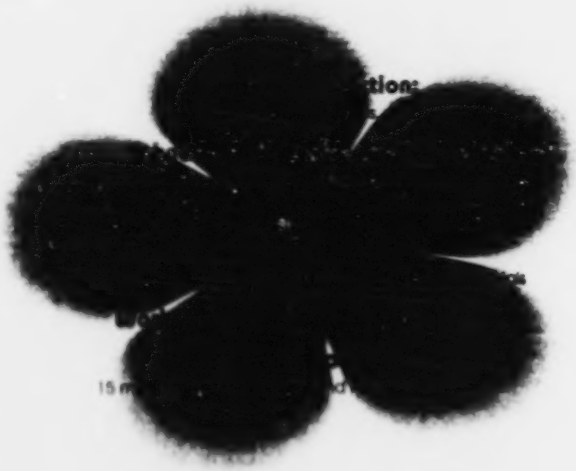
✪ **DISTRIBUTE** the worksheet "Votes Count" page 18 and ask students to complete the problem. Some students may need help to create their charts, which should name the three candidates on one axis and the ten voting students on the other axis, with the votes marked off within the grid. The chart should look something like this:

	Verne	Victor	Virginia
Rob	x		x
Yvonne	x		
John		x	x
Ellen		x	x
Jose	x		x

✪ **THE ANSWER** to the worksheet problem is: Kira and Max should cast only one vote each; they should both vote for Virginia.

✪ **DISTRIBUTE** the Celebrate The Century ballots. Before they vote, ask your students to fill in the information section. (All information is kept confidential.) Explain to students that adults and children all across America will be voting. Anybody may vote for up to (but no more than) three topics in each category, for a total of up to 15 in all. The 15 topics (the top three in each category) that get the most votes in all of America will win. Students can vote for all 15, or for fewer, if they prefer. However, they can not vote for more than three in any one category.

After your students vote, collect all of the ballots and enclose them in your postpaid envelope.



✪ **TO CONCLUDE,** remind your students that although your class's votes will be mailed in one envelope, every ballot will be counted by the U.S. Postal Service individually. Be sure to mail your envelope by May 30.

✪ **TO EXTEND** the lesson, have students create their own stamp ideas. What do they think should be commemorated in stamps? They can send their ideas to: Citizens' Stamp Advisory Committee, United States Postal Service, 475 L'Enfant Plaza SW Room 4474E, Washington, DC 20260-2437.

✪ **TECHNOLOGY EXTENSION:** Students can use a spreadsheet to enter the information requested for the worksheet chart. After entering data, have students create different graphs. Students can access the Celebrate The Century on-line ballot at <http://stampvote.msn.com>. About six weeks after the voting ends, they can find the national results at <http://www.usps.gov/ctc>.

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Put You
Stamp
History
LC10
CELEBRATE
10¢
THE CENTURY
PUT YOUR STAMP
ON HISTORY
UNITED STATES
POSTAL SERVICE
STUDENT
PEACE
UNION
NO
more
WAR

What President appeared on this TV series? Check the *Rowan & Martin's Laugh-In* cast at <http://us.imdb.com>.

Rowan & Martin's Laugh-In was a fast-paced prime-time show with comedy skits, sight gags, one-liners, and songs. After a big hit as a one-time special, the show began airing weekly in 1968. In its first two seasons, it was the number one program. It poked fun at politics, people, and social issues. This was rare in television at the time. *Rowan & Martin's Laugh-In's* production techniques were considered original, too.

- Regular features included the Joke Wall, where the cast members would pop their heads out of windows and doors to deliver funny lines; a comic news segment; a party where the action would suddenly freeze while someone delivered a joke; and a skit featuring the "Farkle Family."

- Many of today's comics, such as Goldie Hawn and Lily Tomlin, got their start on *Rowan & Martin's Laugh-In*. Goldie Hawn played the role of a "dumb blonde." Lily Tomlin was the sarcastic, nasal sounding Ernestine the Operator, in one of her regular skits.

- Often there were surprise appearances by celebrities and politicians, including a United States president.

- Popular *Rowan & Martin's Laugh-In* sayings were "Verrrry interesting," "Sock it to me," "Beautiful Downtown Burbank," and "Here come de judge." Some of these phrases became part of the American vernacular in the late sixties.

VOCABULARY:

liners, sarcastic, nasal, regularly

1960s
ARTS &
ENTERTAINMENT
Rowan & Martin's
Laugh-In"

Check out Beatles trivia and listen to songs: <http://www.rockhall.com/induct/beatles.html>

Early in 1964, the Beatles launched the "British invasion" of rock groups to the United States. They appeared on *The Ed Sullivan Show*. All across the country, Americans watched as they sang their new single, "I Want to Hold Your Hand." They were instantly popular in the U.S. By April, the "Fab Four" had the five most popular records on the Billboard charts. Their album, *Meet the Beatles* became the best-selling music album in history. When they were on tour, mobs of fans would scream out and try to touch them. The Beatles remained one of America's favorite groups despite their breakup in 1970.

- The members of the Beatles included John Lennon, Paul McCartney, George Harrison, and Ringo Starr.

- The group changed its name several times. Those names included the Quarrymen, and the Silver Beatles. eventually they settled on the Beatles.

In their early years, the Beatles wore identical suits and ties in an effort to look clean-cut and friendly.

The Beatles had 20 Number One singles in the U.S. This was more than Elvis Presley, "The King of Rock and Roll," who had 17 Number One singles.

Vocabulary: clean-cut, identical

The Beatles
1960s
ARTS &
ENTERTAINMENT

VOCABULARY: commune, unconventional, mainstream

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1960s
ARTS &
ENTERTAINMENT

People responded favorably to Pop Art, the new style of sixties art with its subject matter of commercial objects and pop culture. Pop artists like Roy Lichtenstein and Andy Warhol borrowed from the bright colors and simple shapes of commercial products, such as images from comic books, ads, and packaging.

- Warhol's most famous works showed Campbell's Soup cans and multiple images of famous people such as Marilyn Monroe and Chairman Mao. Roy Lichtenstein's most famous works were carefully chosen, hand-drawn copies of a comic strip image. Other pop artists include Jim Dine, Robert Rauschenberg, Jasper Johns, and James Albert Rosenquist.

- The name Pop Art is often credited to an English art critic named Lawrence Alloway, who shortened the term "popular art." He defined Pop Art as art that celebrated consumerism and material culture. Pop Art developed partly as a reaction to the abstract expressionism of the 1950s. Many pop artists didn't like Abstract Expressionism, which did not show real objects at all.

- Warhol once said, "In the future everybody will be world-famous for 15 minutes."
- The Pop Art movie, *Sleep*, shows a man sleeping for eight hours.

Vocabulary: consumerism, material culture, Abstract Expressionism, multiple

Check out the paintings and art in The Andy Warhol Museum at <http://www.warhol.org/warhol>.

The Andy Warhol Foundation, Inc./ Art Resource, NY

Look up Berry Gordy, Jr., in the Rock 'n' Roll Hall of Fame <http://www.rockhall.com>. Find the artists he worked with: Stevie Wonder, Marvin Gaye, Smokey Robinson, the Temptations, and the Supremes. Check the timeline of the Motown Web site: <http://www.motown40.com>.

In the 1960s, Motown Records became one of the most successful black-owned businesses in America and continues to be a driving force in music. The company was started in 1959 by songwriter and entrepreneur Berry Gordy, Jr.

- Gordy began his business in a converted house he called "Hitsville, USA." The Motown sound featured a rock and roll beat mixed with gospel, jazz, and rhythm and blues. With great melodies and a dance beat, it was a sound that was equally appealing to white and black music fans.

- Berry Gordy knew how to pick great artists. Some of his hit makers were the Temptations, Diana Ross and the Supremes, the Jackson 5 and Stevie Wonder. Motown had its first hit in 1960, the Miracles' "Shop Around." By 1964, out of the label's 60 singles, 42 were hits. (That's 70%!) Part of the company's success was due to the competition between its songwriters, producers, and artists. They all wanted to outdo each other and create the next big hit. Motown's great popularity helped open the door to other African American record labels and performers, making black music more available to white audiences than ever before.

- Motown is short for the "Motor City" of Detroit, Michigan, where many cars are built.

VOCABULARY: entrepreneur, converted, melodies

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Click **Which President's ideas about health care for older Americans did Johnson follow up on?** <http://www.hcla.gov/facts/ff510ann.htm>

President Lyndon B. Johnson believed that the federal government should try to protect Americans from the terrible effects of poverty, lack of education, and poor health care. To help solve these and other social and economic problems, thereby improving the lives of all citizens, he worked hard to further his goal of "a great society."

- Millions of elderly Americans benefited from the passage of the 1965 Medicare amendment to the Social Security Act. One of the most far-reaching of the Great Society initiatives, Medicare provided hospital coverage to persons over the age of 65 and allowed them to participate in a program that shared the cost of other medical expenses. Medicare coverage for people with disabilities was implemented in 1973.

Other Great Society measures were designed to help fight President Johnson's War on Poverty. The Food Stamps program gave coupons to poor people to purchase food. Project Head Start prepared low-income preschoolers to succeed in grade school. Disadvantaged young people developed work skills in the Job Corps. Volunteers in Service to America (VISTA) sent middle-class youth to perform community service in impoverished rural and urban areas of the country. These programs still exist today.

Vocabulary: initiatives, disabilities, disadvantaged, impoverished

07

and Medicare
PEOPLE &

Tour student sit-ins through the National Civil Rights Museum: <http://www.mecca.org/~crights/cyber.html>.

Important social and political changes in the 1960s caused many disagreements among Americans. Protesters helped to change public attitudes about civil rights, university policies, and the Vietnam War.

- Many college students supported the civil rights movement. They showed their support by participating in peaceful protests like sit-ins, marches, rallies, and voter registration drives.

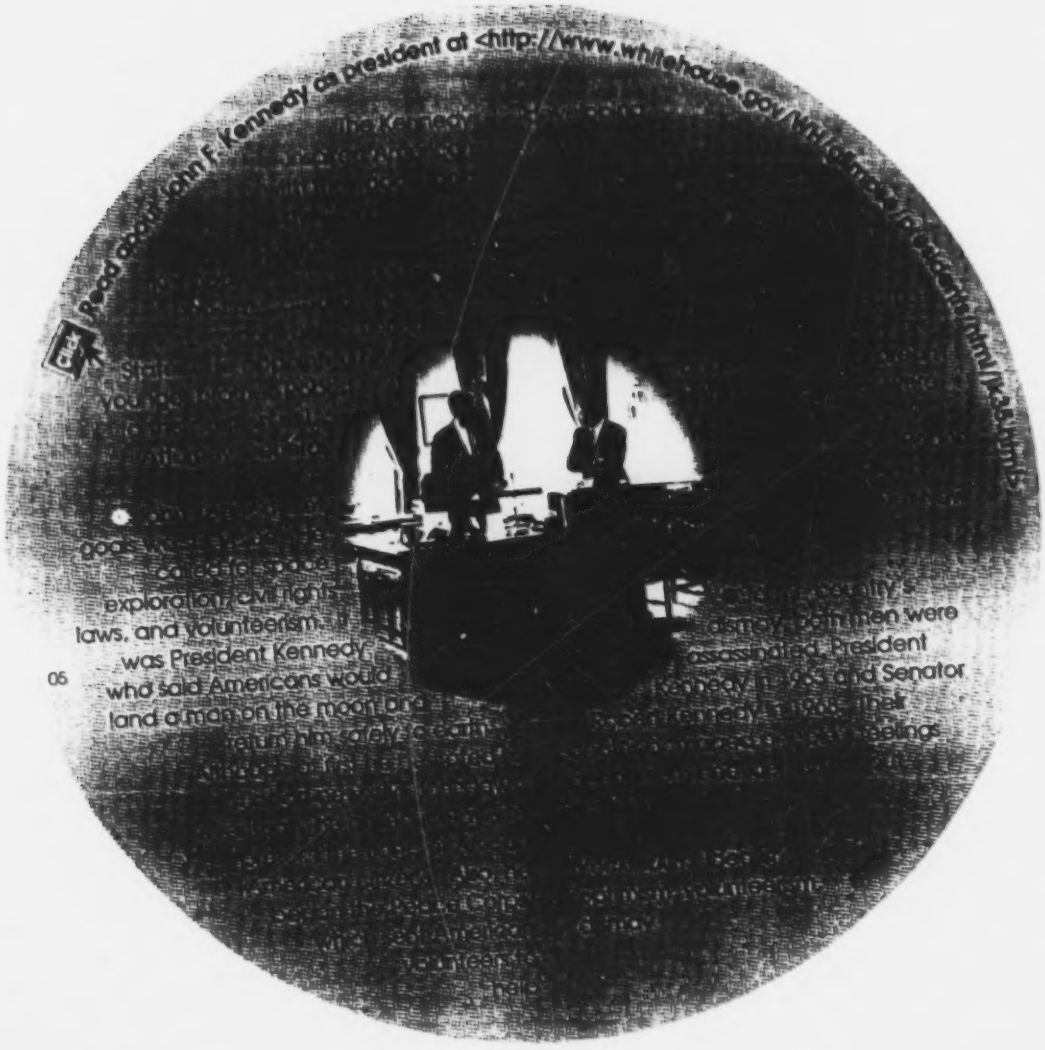
- Students also protested the Vietnam War. Many people agreed with the students and joined their protests. Together, students and other American protesters asked the government to stop participating in the war.

Antiwar demonstrations were sometimes gigantic. About 500,000 people attended one march in Washington, D.C., in November 1969. Protests were very active and often angry, but they rarely resulted in physical violence.

One reason that people listened to students was there were so many of them. Children born during the baby boom reached college age during the 1960s. Because of their activism and large numbers, college students were able to make changes on their college campuses and in American society.

VOCABULARY:
protester, activism, baby boom

1960s:
PEOPLE &
EVENTS
Americans
Demonstrate


Read about John F. Kennedy as president at <http://www.whitehouse.gov/WH/Kids/html/kidshis
explorations, civil right
laws, and volunteerism
was President Kennedy,
who said Americans would
land a man on the moon
06

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The Kennedy Brothers
1960s
PEOPLE & EVENTS

Hear an excerpt of the JFK inaugural speech at the Peace Corps site at <http://www.peacecorps.gov>. Look up the countries where the Peace Corps served in the 1960s. Find them on a map. Use the information from the Web site to find what they were.

"Ask not what your country can do for you, ask what you can do for your country," said President Kennedy in his 1961 Inaugural Address. He challenged Americans to help others. In 1961, he created the Peace Corps so Americans could share their skills in developing countries, learn about the culture of other peoples, and give people they lived and worked with a better understanding of ours.

Peace Corps volunteers served for two years as teachers, medical workers, and farming advisers. Before they served, volunteers learned job skills, the official language, and the culture of the country. They lived among the local villagers and worked hard.

The Peace Corps has been a long-term success. In 1961, 750 volunteers went to 14 countries; by the end of the decade, it had grown to about 15,000 volunteers in 63 countries. In the 1980s, the Peace Corps began the Africa Food Systems program to help reduce hunger by training people to farm better. In the 1990s, the Peace Corps developed a Crisis Corps to help countries cope with natural disasters and crises. Today, about 6,500 Peace Corps volunteers serve in 84 countries.

Vocabulary: Inaugural Address, developing countries, natural disasters

1960s
PEOPLE &
EVENTS
The Peace Corps

Take the virtual tours of the Freedom Rides, the March on Washington, and the other marches shown in the National Civil Rights Museum at <http://www.mecca.org/~crights>.

Click

Under the leadership of people like Dr. Martin Luther King, Jr., the civil rights movement united black and white Americans to fight racial and ethnic discrimination. Using non-violent resistance, their tactics included marches, bus boycotts, voter registration drives and "sit-ins" at places practicing discrimination, particularly in the South. In North Carolina , for example, black college students helped draw the nation's attention to racial discrimination by "sitting-in" at a public lunch counter off limits to blacks solely because of their race.

- Sometimes people opposed to civil rights used violence to try to disrupt peaceful demonstrations. Southern police used high pressure water hoses, clubs and dogs.

- After a decade of effort, civil rights leaders persuaded Congress to pass the Civil Rights Act of 1964. The law made it illegal to discriminate against people in the workplace and public places because of race or gender. It also struck a blow against school segregation. Other laws included the Voting Rights Act of 1965 and the Civil Rights Act of 1968, which addressed discrimination in housing.

VOCABULARY: ethnic, segregation, resistance, gender

1960s
PEOPLE &
EVENTS

Click Learn more about the march on Washington at
MARCH
FOR JOBS
AUGUST
When a people will be able to join hands and sing in the words of the old Negro
when a people will be able to join hands and sing in the words of the old Negro
free at last, free at last, thank God almighty, we are free at last!
Vocabulary:

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1960s
PEOPLE &
EVENTS
"I have a
dream"

The 1969 Woodstock Music and Art Fair is a legend in rock 'n' roll history. Approximately 500,000 people attended the three-day outdoor concert in a farmer's field in New York State. Great rock and folk performers such as The Who, Jimi Hendrix, Janis Joplin, Santana, Joan Baez and Jefferson Airplane played at Woodstock.

There wasn't enough water or food at the festival, but people didn't get upset. It rained and the fields turned to mud, but the people weren't angry or hostile. There were so many people that many couldn't even hear the music, but people who were there said they had a great time. Even with so many problems and so many people, there was no violence.

Many of the audience members were "hippies," who believed in peace and love. Most were against U.S. involvement in Vietnam and believed in "flower power." The members of this growing counterculture often chose simple lifestyles to escape the social and political problems of modern society. Their behavior at Woodstock shows what hippie culture in the late 1960s was all about.

- Outdoor concerts are still popular, but today there are better sound systems and video screens, and better planning and security.

Vocabulary: hippies, counterculture, "flower power"

Click

1960s
ARTS &
ENTERTAINMENT
WOODSTOCK

Trendy in the early to mid-sixties was everything "mod." Unlike the flowing hippie look of the late sixties, mod fashions were sleek and slick, often with brightly colored geometric designs. Op Art inspired many sixties designers, who used synthetic (man-made) materials such as polyester knits, vinyl, plastic, fake fur, imitation leather, and metal mesh to create their young, fun clothes. Mod girls might wear miniskirts, textured or patterned tights, and knee-high boots. The mod look put the focus on "skinny." Short hemlines and straight shift dresses in bold patterns looked great on thin, boyish-looking girls. Top models Twiggy and Jean Shrimpton helped make the mod look "in."

- Designer Mary Quant first offered miniskirts at Bazaar, her famous boutique in Chelsea, a borough of London.

Paper dresses, a fad introduced in the United States by Scott Paper Company in 1966, could be cut to the desired length and thrown away after one use.

- By 1960 nearly half the population of the United States was age 25 or younger.

- Mod girls wore heavy black eyeliner and pale lipstick. They cut their hair in short, geometric styles, or kept it long and swinging with heavy bangs.

VOCABULARY: trendy, boutique, geometric

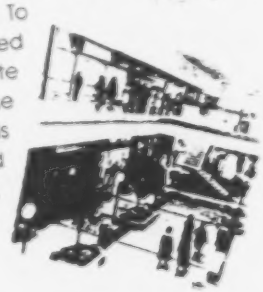
See some of the clothes of the sixties at <http://www.geocities.com/SoHo/4473/index.html>.

30

1960s
Lifestyles

Where did teenagers hang out before there were malls? The nation's first regional shopping center, Northgate, was built in 1950 outside of Seattle, Washington. In 1956, Southdale, the first fully enclosed (and climate-controlled) mall, opened in Edina, Minnesota. The first significant surge in shopping center construction began during the 1960s. Between 1960 and 1974, the number of malls in the U.S. increased from 3,680 to almost 15,074. By 1996, there were 42,048 shopping centers in the United States.

● Unfortunately, suburban malls contributed to the decline of traditional downtown shopping districts. To compete, many cities closed commercial streets to create pedestrian malls. These central city malls often included fountains, public art, landscaped sitting areas, and



VOCABULARY:

Visit the Mall of America online <http://www.mallofamerica.com>.

Shopping Malls
1960s
Lifestyles

The upside-down Y with a line down the center inside a circle was one of the most popular symbols of the sixties. It meant peace. It also showed the wearer was against the Vietnam War. Many who used the symbol were part of the sixties youth culture. People wore the peace symbol as jewelry and on clothing; they carried it on signs and banners, painted it on cars, and put it on anything else they could think of.
It has been reported that activist Gerald Holtom, who designed it, based it on the international semaphore alphabet. This alphabet, like a code, uses flag signals in place of letters. The upside down Y is actually the flag signals for N and D, which stand for Nuclear Disarmament.
• The anti-war movement in the United States began to use the peace symbol in the mid-sixties.
The first famous person to use the peace symbol was pacifist Bertrand Russell. His group used it during a protest march for nuclear disarmament in Aldermaston, England.
People in the peace movement still work for world nuclear disarmament today.
VOCABULARY: pacifist, activist, disarmament, semaphore
click
Find out how the peace symbol started at <http://www.peacetoday.org/pcsign.html>

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The
PEACE
Symbol
1960s
Lifestyles

Send an electronic postcard to a friend who collects Barbie® dolls, using: <http://www.barbie.com>.

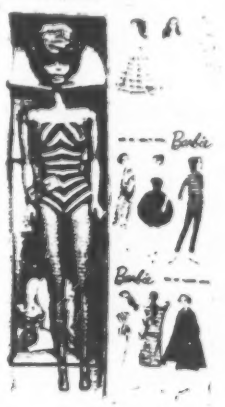
Introduced in 1959, Mattel's Barbie doll was an immediate hit with young girls and sold millions during the early 1960s. Today it is estimated that the typical American girl between the ages of three and eleven owns an average of ten Barbie dolls.

• When she debuted, Barbie was revolutionary. Unlike baby dolls, Barbie was a teenage fashion doll with a stylish wardrobe. Girls loved Barbie's clothes and accessories, and they dressed her in outfits for any occasion. Over the years, more than 125 million yards of fabric have been used to make Barbie clothes. Eventually, the line of Barbie accessories included a sports car and dream house.

• Barbie was soon joined by a collection of friends and relatives. Her boyfriend Ken was introduced in 1961, and best friend Midge followed in 1963. Her sister Skipper appeared in 1964 and was followed by twins Tutti and Todd in 1966. In 1968, Barbie made a new African American friend named Christie.

• In 1998, Barbie will get her first face-lift in more than 20 years. Earlier changes included a short bouffant hairstyle in 1962, bendable legs in 1965, changeable colored hair and clothing in 1966, and the first talking Barbie in 1968.

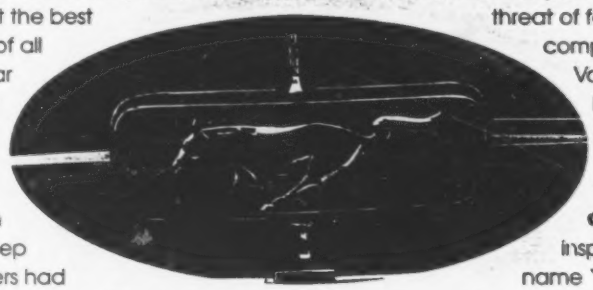
VOCABULARY: debut, revolutionary, accessory



1960s
Lifestyles
Barbie
steps out

See pictures of 1960s Mustangs at the Ford Motor Company site: <http://www.ford.com/archive/mustanghistory.html>.

One of the most popular cars of all time, the Ford Mustang, was introduced in 1964. At a base price of about $2,500, the Mustang attracted a wide range of car buyers because it was stylish and cheap. One million Mustangs were sold in its first two years, making it the best selling of all American car models by 1965. Demand was so great at first that production could not keep up. Dealers had shortages. People paid full retail price or more for many early Mustangs. Buyers had many options, or choices, to change the basic model, so Ford bragged that no two Mustangs were alike.



● Other car makers began copying the Mustang's sporty styling. They introduced new models to compete with the Mustang, such as the Pontiac Firebird, the AMC Javelin, and the Chevrolet Camero. But none was ever as popular as the Mustang. Ford's innovation helped lessen the threat of foreign competition from Volkswagen, Fiat, and other European car makers.

● The inspiration for the name "Mustang" came from two sources, the P-51 fighter plane used in World War II and Korea, and the idea of a wild mustang racing across parts of the American West.

VOCABULARY: styling, innovation, competition, inspiration

Ford
Mustang
1960s
Lifestyles

"C'mon, Baby, let's do the Twist," sang rock 'n' roll artist Chubby Checker in 1960. His hit song "The Twist" began the most popular dance craze of the 1960s and started the trend of partners who danced together without ever touching. Checker's instructions for the dance included, "Hips swivel from side to side as if rubbing oneself with a towel."

- The song and the dance it inspired became popular after they were introduced on the television show *American Bandstand*. The song had originally been recorded by another group, but it didn't sweep across America until Chubby Checker recorded and introduced it in 1960.

- Chubby Checker's real name was Ernest Evans. He was given the nickname by the wife of Dick Clark, the producer of *American Bandstand*, because she thought he looked like a "little Fats Domino," a popular singer of the time.

- The Twist was so popular that people of all ages danced it. There were even rumors that First Lady Jackie Kennedy did the Twist. It also inspired many hit songs built around dance steps, such as the Fly, the Pony, the Watusi, the Locomotion, the Jerk, and the Monkey.

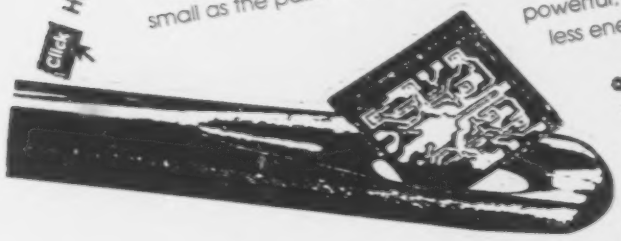
VOCABULARY: craze, trend

Listen to "The Twist" at <http://www.duckydood.com/oldies/dance.htm>.

1960s
Lifestyles
Everyone
Twist

How would you have run a business in the 1960s? See how a microprocessor works! <http://www.intel.com/intel/intelis/museum>

Today, almost everyone can own a personal computer and keep it on a desk or carry it around in a case. Some computers are as small as the palm of your hand.



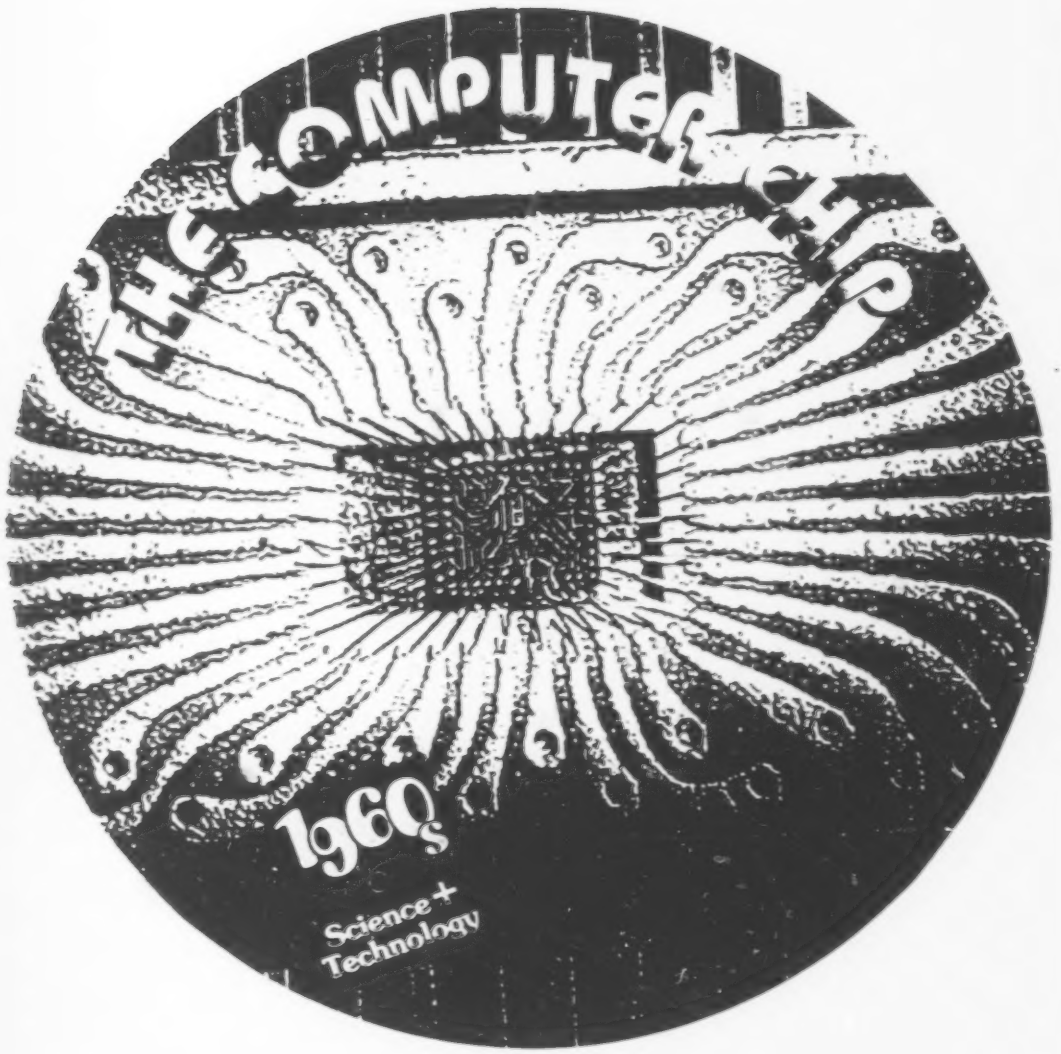
But this wasn't always true. Before the 1960s, computers filled whole rooms.

The change — in both size and in technology — came from the invention of the integrated circuit (also called a computer chip). In a computer chip, all the components of an electrical circuit are produced from one basic material, such as silicon. Computer chips created the third generation of computers. The first used vacuum tubes. The second used transistors. With each generation, computers became smaller, more powerful, and faster. They also used less energy and were less expensive.

- The space program gave an important boost to the development of the computer chip. NASA was one of the first users of the chip because astronauts needed small, lightweight computers for space travel.

- Two people, Robert Noyce and Jack Kilby, independently developed the computer chip.

VOCABULARY: integrated circuit, component, technology


THE COMPUTER CHIP
1960s
Science +
Technology

Click! Check out
Communications satellites pass a TV or telephone signal from one place to another. The first communications satellite, Echo 1, was launched in 1960. Echo 1 was a "passive" satellite because it had to be in the right place at the right time to relay radio signals from one place on earth to another.
The first "active" communications satellite, Telstar 1, was launched in 1962. "Active" meant it could pick up signals like broadcasts
described a system of three communications satellites orbiting 22,300 miles above earth. Today it is a reality. Satellite dishes in backyards across the country show the importance of satellite communications today.
In one of the first tests of international satellite broadcasts, Telstar 1 sent a "picture album" of U.S. scenes such as the Statue of Liberty and
London to the U.S.
live television coverage around the world for the first time.
In 1945, science fiction writer Arthur C. Clarke
VOCABULARY: signal, interference, broadcast, amplify

BEST COPY AVAILABLE

1960s
Science +
Technology

Learn more about Rachel Carson, author of *Silent Spring*: <http://www.rachelcarson.org>

Biologist Rachel Carson was concerned about the long-term effects of pesticides on both animals and humans. Since pesticide spraying was widely used to control insects, she knew she would need proof to change people's minds about the benefits of the chemicals. She gathered scientific evidence on the dangers of the overuse of pesticides. For example, she found that poisonous chemicals such as DDT accumulate up the food chain. In 1962 she published her findings in a book called *Silent Spring*.

- *Silent Spring* became a bestseller and made people all over the world aware of how human actions can impact the environment. It made ecology a household word and helped launch the modern environmental movement. *Silent Spring* is considered to be one of the most important books of the 20th century.
- However, not everyone was happy with Carson's book. People from the chemical industry attacked her conclusions. But when President Kennedy's Science Advisory Committee studied the problem of pesticides, it proved that Carson's findings were true. As a result, the Environmental Protection Agency (EPA) was created in 1970, and in 1972 DDT was banned in the United States.

VOCABULARY biologist, pesticide, food chain, ecology

VIRONMENTAL
AWARENESS
1960s
Science +
Technology

How much would you weigh on the moon? Find out: <http://liftoff.msfc.nasa.gov/kids/academy/weight.html>.

Click

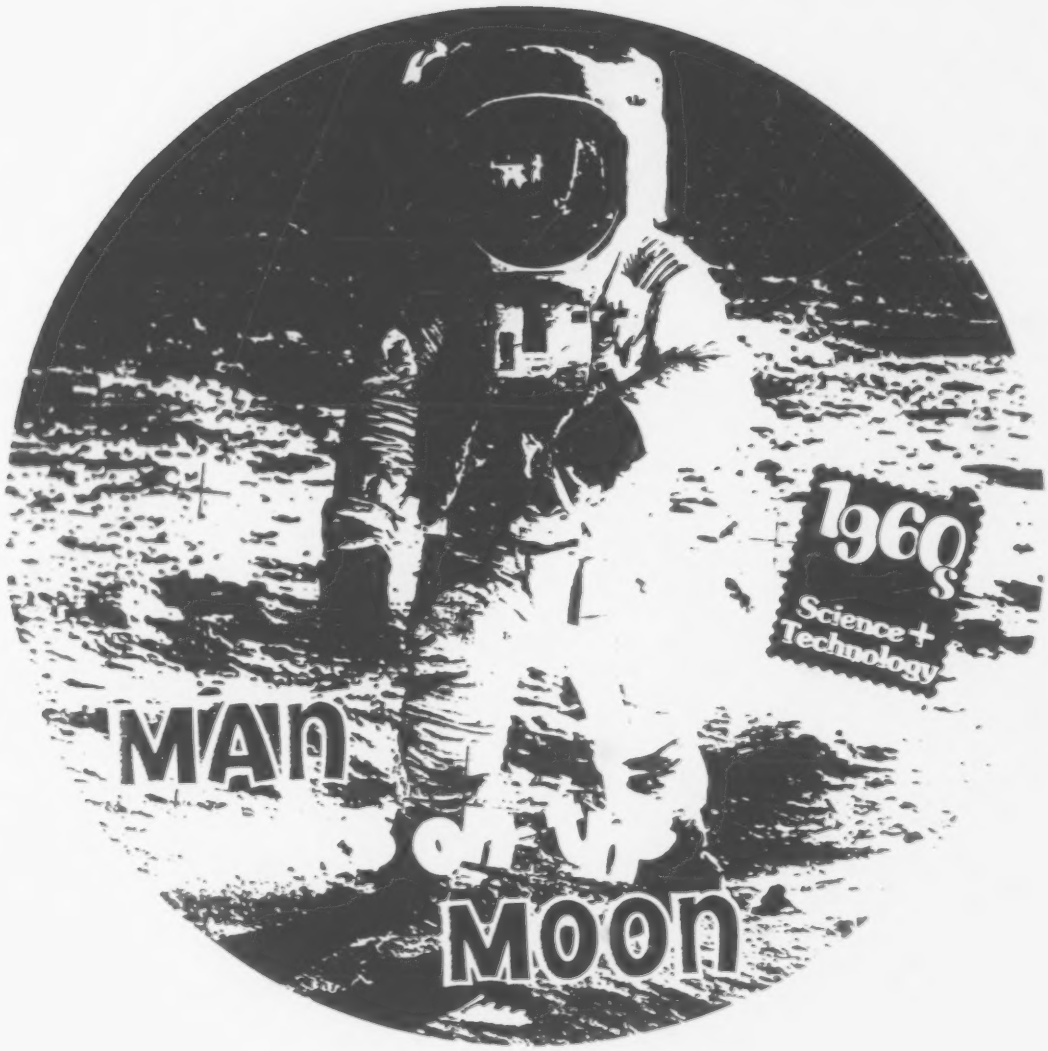
"One small step for a man, one giant leap for mankind," said Neil Armstrong as he set foot on the moon. Armstrong was the first man ever to walk on the moon. His moon walk made the United States a clear winner in the "space race" with the Soviet Union.

The Apollo 11 space mission sent Armstrong and fellow astronauts Edwin "Buzz" Aldrin, Jr., and Michael Collins to the moon in July 1969. People around the world watched on television as the astronauts touched down. They heard Armstrong tell Mission Control, "The Eagle has landed." The astronauts planted an American flag and left a plaque that says, "Here Men From The Planet Earth First Set Foot Upon The Moon. July 1969 A.D. We Came In Peace For All Mankind." Armstrong and Aldrin also collected moon rocks and set up scientific instruments.

Many people believe that the Apollo program is America's greatest technological accomplishment. Six Apollo missions landed on the moon. Three others orbited the moon without landing. Twelve Americans walked on the moon before the Apollo missions ended.

20 Much of the technology we use today was developed during space program research.

VOCABULARY:
module,
technological,
plaque


1960s
Science + Technology
MAN
Moon

Learn more about Packers' coach Vince Lombardi: <http://www.cmgww.com/football/lombardi/lombardi.html>

Wisconsin has always been proud of the Green Bay Packers. During the 1960s, the Packers dominated professional football. Under the leadership of coach Vince Lombardi, the Packers won six division championships and five league titles. The Packers played a strong running game, which included their extremely successful "power sweep" offensive play.

- In the 1960s, the Packers never finished lower than second place. This made many people believe that Vince Lombardi was professional football's greatest coach. One of his most famous lines was, "Winning isn't everything; it's the only thing."

- When the Packers won the NFL championship in 1962, middle linebacker Ray Nitschke was named Most Valuable Player. In Superbowl I and II, quarterback Bart Starr was named Most Valuable Player. Packer halfback Paul Hornung, known as "The Golden Boy," led the league in scoring in 1960 and 1961. He was also the league's Player of the Year in 1961.

- Many 1960s stars, including Ray Nitschke, Bart Starr, Paul Hornung, Jim Taylor, Willie Davis and Forrest Gregg, have been inducted into the Pro Football Hall of Fame.

VOCABULARY: dominate, offense, halfback, linebacker

1960s
SPORTS
GREEN BAY
PACKERS

Read about the first two teams to play in a Super Bowl, Green Bay Packers at <http://www.packers.com> and Kansas City Chiefs at <http://www.kcchiefs.com>.
In 1967 a "World Championship Game" was played in Los Angeles to decide which was the best football team. The National Football League (NFL) champion team, the Green Bay Packers, played against the American Football League (AFL) champs, the Kansas City Chiefs. Green Bay won the game. The following year, the Packers won again, and claimed another championship. The Chief's
In 1969, the New York Jets met the Baltimore Colts in Super Bowl III. The Colts were expected to win by at least 17 points. New York's quarterback, Joe Namath, boasted that the underdog Jets would win. The Jets did win! It was a major upset. By the end of the 1960s, the Super Bowl had become a "must-see" sporting event.
By the 1980s, almost half of the American public watched the Super Bowl on television each year, making it the
Vocabulary
underdog
spectacle

18

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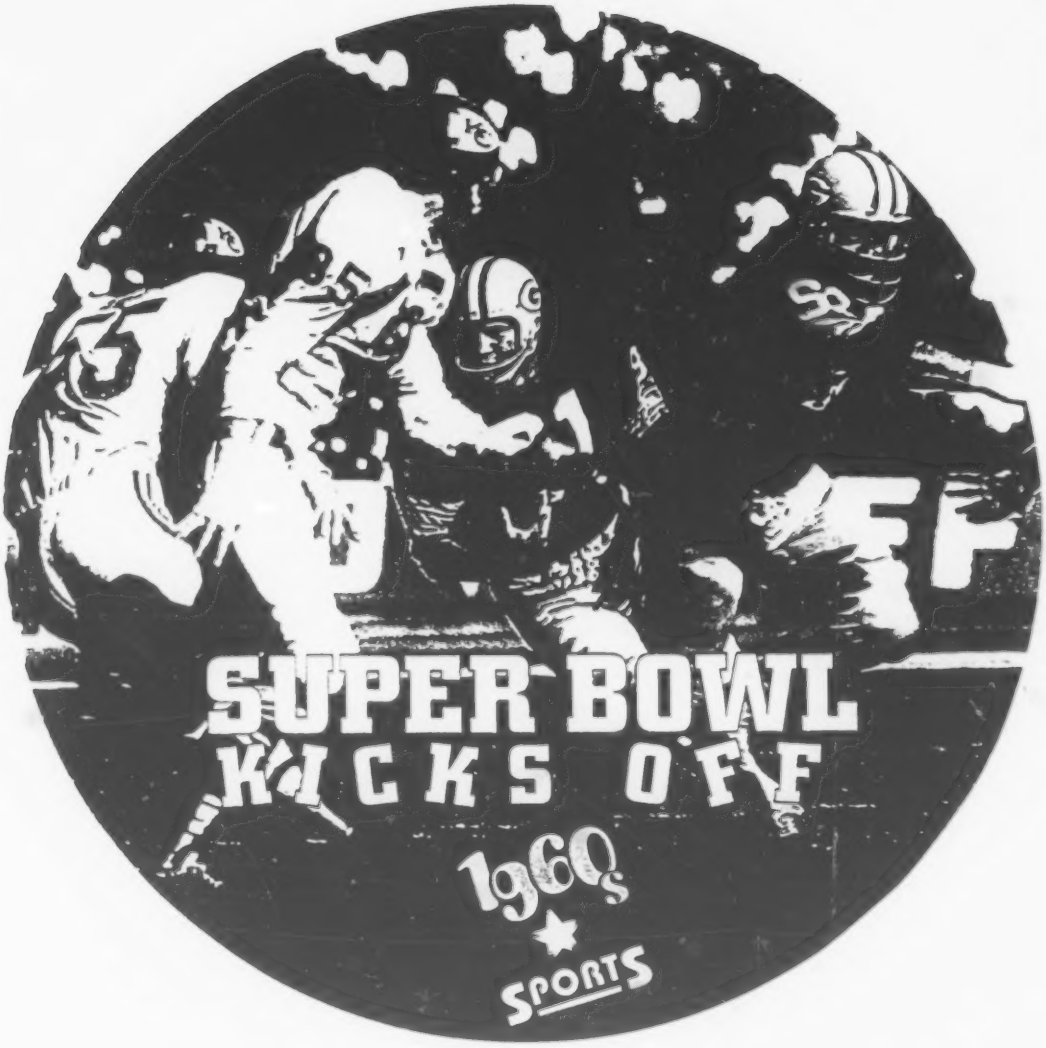
SUPER BOWL
KICKS OFF
1960s
SPORTS

17
Arnold Palmer was an aggressive, go-for-broke player. He always seemed to be in trouble, but would pull off miraculous shots to come from behind and w
VOCABULARY:

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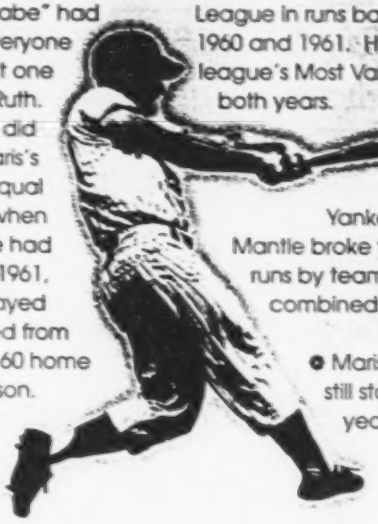
TELEVISED
GOLF
1960s
SPORTS

Read more about Maris at <http://www.totalbaseball.com> and see his records in the "time machine" at <http://www.yankees.com>

In 1961, New York Yankee outfielder Roger Maris broke Babe Ruth's 34-year-old home run record. Maris hit 61 home runs, one run more than "The Babe" had hit in 1927. Everyone agreed Maris had hit one more run than Babe Ruth. However, some people did not believe that Maris's accomplishment was equal to Babe Ruth's because when the American League had added two new teams in 1961, the number of games played in a season was increased from 154 to 162. Ruth hit his 60 home runs in a 154-game season. Maris hit his 61 home runs in a 162-game season, so he had eight more games in which to break the record. In record books, Maris's home runs are marked by an asterisk, which indicates that he had more opportunities to earn his record.



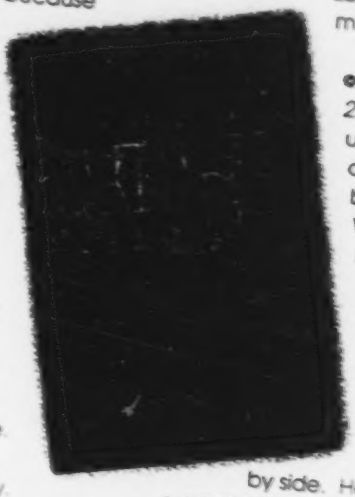
- Maris led the American League in runs batted in during 1960 and 1961. He was named the league's Most Valuable Player in both years.
- In 1961, Roger Maris and his Yankee teammate Mickey Mantle broke the record for home runs by teammates when they hit a combined 115 home runs.
- Maris's home run record still stands after nearly 40 years.

VOCABULARY: outfielder, asterisk, accomplishment

1960
SPORTS

Click **Read about author Joseph Heller at <http://encarta.msn.com/clc>.**

Catch-22 is a novel about World War II. The story pokes fun at the way the military and government work. The book became popular during the 1960s because many people opposed the Vietnam War. *Catch-22* is one of the most important American novels published after World War II.



- The novel is named for an imaginary military regulation that just doesn't make sense. It is called "Catch-22" and says that any airman who flies a combat mission is insane. An insane man should not be on active duty. But any airman who asks to be taken off active duty must be sane and won't be taken off active duty. This rule meant that people who did not want to fight had to keep on fighting. From the author's point of view, "Catch-22" is an example of military madness!

- The author of *Catch-22* is Joseph Heller. He used his experiences as an Army Air Force bombardier during World War II to write the novel. Heller flew 60 missions.

- Scenes in the book are not presented chronologically. Instead, scenes that happen at different times are put side by side. Heller felt that this way of telling his story made his point more powerfully.

Vocabulary: bombardier, chronologically

ARTS &
ENTERTAINMENT
Catch-22

What did *Star Trek* creator Gene Roddenberry do before he wrote *Star Trek*? Compare the casts for the 1965 pilot and the 1966 series. Who is the only main character to appear in both? Find answers at <http://us.imdb.com>.

Click

In the 1960s *Star Trek* gave rise to a universe of television shows, books, and films that continue to be phenomenally popular today. Although it was not initially a ratings success, *Star Trek* is considered by many to be the most famous science-fiction series in history, with its fans numbering in the millions worldwide.

• Captain James T. Kirk, along with the half-human, half-Vulcan Mr. Spock and other crew members, traveled through the galaxies in the *Starship Enterprise*. Set in the 23rd century, the show included cast members who were an unusually diverse group for 1960s television — including many ethnicities and women officers, not to mention aliens from other planets.

• The program lasted only three seasons with 79 episodes. However, more than a million people wrote to NBC to protest when the show was threatened with cancellation. Re-runs and *Star Trek* fans, now called "Trekkies," have helped to make *Star Trek* more popular now than it was during its initial run.

• The first U.S. space shuttle was named the *Enterprise* after *Star Trek* fans flooded NASA with 400,000 requests.

• During the 1980s and 1990s, re-runs continued to inspire a series of movies and spin-off shows such as *Star Trek: Voyager*.

Vocabulary: phenomenally, galaxy, diverse, ethnicity

1989
ARTS &
ENTERTAINMENT
STAR TREK

Search for those from your town or state who died in the Vietnam War at the Vietnam Veterans Memorial Wall at <http://www.cpeo.com/~wall>

Click

During the 1960s, Americans fought in the Vietnam War. The Vietnamese won their independence from France in 1954. Their country was divided into two sections, North Vietnam and South Vietnam..

● The U.S. supported the South Vietnamese government against the communist nationalists in the North. At first, the U.S. provided military aid and advisors to train South Vietnamese forces. In the early sixties, President Kennedy increased support to the South. The role of the U.S. shifted to active combat in 1965, when President Johnson sent troops to fight and began bombing the North.

● The war went on for a long time. By the end of the 1960s, the war had become very unpopular in the the United States (see "Americans Demonstrate"). U.S. forces did not leave Vietnam until 1973. In 1975, the South surrendered to the North.

● The Vietnam War was part of the Cold War between the United States and the Soviet Union. The U.S. fought the North Vietnamese government because we opposed the spread of communism.

● Dedicated in 1982, the Vietnam Veterans Memorial in Washington, D.C., has attracted as many as five million visitors in a year. It is one of the most visited memorials in the nation's capital.

VOCABULARY: nationalists, combat, communism

04

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1960s
Science +
Technology

AND THE
FLASH
TO THE
80's
WHY ARE "KIDS CARE" EARTH DAY STAMPS DISAPPEARING? GOTTA TIMESLIDE TO SOLVE THIS MYSTERY!
SOLVE A MYSTERY
SAVE THE ENVIRONMENT
VOTE FOR YOUR FAVORITE 1990s STAMP SUBJECTS! SEE PAGES A6-A7.
109

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THE CASE OF THE MISSING ANIMAL CRAFT
IT'S 1998. DIFFERENT STAMPS FROM ALL OVER TIME ARE FADING OUT.
LOOK AT THE STAMP ALARM, AMY!
BIZARRO! THE AMERICAN CROCODILE -- THE OCELOT -- LADYBUG STAMPS -- WILDFLOWERS -- WHAT'S THE CONNECTION?
THE TIMEDOOR SHIMMERS AND FLASH WAYBACK ZAPS THROUGH.
AMY. ELI. ALL DIFFERENT PLANT AND ANIMAL STAMPS ISSUED AFTER THE SIXTIES ARE FADING!
WHY? WHAT'S THE CONNECTION?
WAIT! I GET IT! THE ENVIRONMENT!

Meet a mysterious group of guardians. They are young people from all over time. They watch over history to make sure time crooks do not alter the past and destroy the future. They are called TimeSliders. Led by Flash Wayback from the year 3001, these guardians of time are bound together by their love of history and their passion for stamps.

AMY

Stamps are the key to the TimeSliders' alarm system. If a stamp image suddenly changes, or begins to fade and disappear, that means there is trouble in the past. Flash unfolds the TimeDoor, which is disguised (of course!) as a stamp. Then zap—the TimeSliders go into action.

BRAIN BUSTER

PLEASE (pah BOOZE) ... to read or look at carefully

PLEASE the picture below. Can you find three things that don't belong in 1961?

What never asks questions but needs a lot of answers?
(A desk)

110

A2

ANSWERS: 1. Photo is lower right. 2. Peace Symbol key chain is above shoe. 3. Pennant is hanging from tree.

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IT WAS THE SIXTIES...
ENVIRONMENTAL PROTECTION WAS JUST BEGINNING...
...AND RACHEL CARSON WROTE SILENT SPRING! LET'S SPLIT, TIMESLIDERS!
SUMMER, 1961, MAINE. RACHEL CARSON'S HOUSE.
THERE'S RACHEL CARSON
HELP! SOMEBODY STOLE MY SILENT SPRING MANUSCRIPT!
UH-OH. THE BOOK ISN'T EVEN PUBLISHED YET.
WE'VE GOT TO GET THAT MANUSCRIPT BACK

FLASH NOTE

Rachel Carson's best-selling book taught people about the dangers of pesticide overuse. Her book helped get the deadly pesticide DDT banned in the U.S. and paved the way for the modern environmental movement.

AMAZING BUT TRUE!
Some giant sequoia trees in the American Northwest can grow to more than 100 feet tall—figure most home city inventors

MANUSCRIPT (MAN u skript) - written pages before they're published

WHODUNiT?

Who stole the manuscript?

Which One is Different?

A3

ANSWER TO "WHICH ONE IS DIFFERENT?": Number one
ANSWER TO "WHODUNIT?": Check out crooks on page A-11

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CASE OF THE MISSING MANUSCRIPT, CONTINUED...

LOOK. THIS PENNANT IS FROM THE FIRST SUPERBOWL GAME IN 1967.
MAYBE THE TIME CROOK STOPPED OFF TO SEE THE GAME.
COME ON. LET'S TIMESLIDE!

IT'S 1967, THE FIRST SUPERBOWL.
WHO'S WINNING?
ELI, WE'RE SUPPOSED TO LOOK FOR CLUES!
WHOA-- MY TICKET! I BET THESE DOODLES ARE REALLY A SECRET CODE!

Why did the stadium get hot after the football game?

(Because there were no fans left!)

FLASH TO THE SUPER BOWL

The TimeSliders see strange doodles on Flash's ticket. They realize it must be a code. The key for the code is at the game all around them. Crack the code and help the TimeSliders find their clue.

How do pigs win at soccer?

(They hog the ball!)

A4

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IT LOOKS LIKE CODE. BUT WHERE'S THE KEY?
HMMm A FOOTBALL DOESN'T USUALLY HAVE A LETTER ON IT.
NEITHER DOES A CHEERLEADER'S POMPOM. THE KEY IS ALL AROUND US!

LATER...
SPEAKING OF KEY'S, LOOK WHAT I FOUND NEAR RACHEL CARSON'S HOUSE
IT'S A CLUE FROM WOODSTOCK, THE BIGGEST MOST PEACEFUL CONCERT IN MUSIC HISTORY
1969, HERE WE COME!

Clue #1:

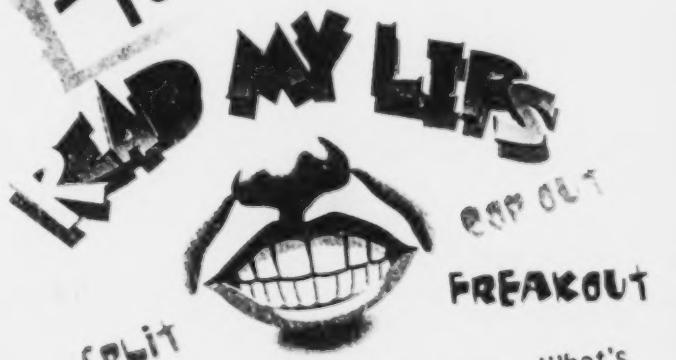
THE CASE OF THE MISSING MANUSCRIPT

Fill in the letters and numbers to decipher the code. Then check out science ballot topics to judge if the message is TRUE or FALSE. If the message is TRUE, then Connie Concrete did not steal Rachel Carson's manuscript. If the message is FALSE, then Mann E. Baggs did not steal Rachel Carson's manuscript. Once you know the answer, turn to page A-11 and cross off the picture of the suspect who did NOT steal Rachel Carson's manuscript. (Answer below)

BRAIN BUSTER DECIPHER (See ST Part) - Figure out the meaning of

1. Peace Symbol
2. The Mod Look
3. Star Trek
4. The Green Bay Packers

Draw a line from the ballot topic to the correct picture.



Lipreading can help a good detective. What's this sixties groovy guy just beginning to say?

(Hint: Look in the mirror as you begin to say each word!)

ANSWER TO CLUE #1: The message says "Tetsian 1 launched in 1962." It is true. See ballot topic #22.

ANSWER TO "MIX 'N' MATCH": 1. d, 2. c, 3. a, 4. b

ANSWER TO "READ MY LIPS": Split

A6

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PEOPLE & EVENTS

"I Have a Dream"

From the steps of the Lincoln Memorial, Martin Luther King, Jr. delivered his "I Have a Dream" speech to some 250,000 listeners on August 28, 1963. A keynote speaker during the March on Washington, King was considered one of the most influential civil rights leaders of the decade.

Struggle for Civil Rights

A mass movement of nonviolent protests resulted in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Discrimination against minorities and denying the voting rights of black Americans were declared illegal.

The Peace Corps

The Peace Corps sends qualified American volunteers abroad to assist in areas such as agriculture, education, health, and community development. Their mission is to promote world peace, understanding, and friendship.

ARTS & Entertainment

The Motown Sound

Created and performed by black artists, the Motown® Sound revolutionized American popular music and became a huge commercial success. This sound combined a rock 'n' roll beat with elements of gospel, jazz, and rhythm and blues.

Pop Art

Cheeseburgers, soup cans, comic strips, and other objects of mass production inspired the Pop artists of the 60s.

"Easy Rider"

Reflecting a generation's discontent, the original road movie "Easy Rider" embraced the ideals of the counterculture and generated countless imitators.

"Star Trek"

Space: The Final Frontier... Over 30 years ago, these words introduced the American public to a new phenomenon. Today, following numerous television shows and movies, "Star Trek™" has millions of fans spanning the globe.

SPORTS

Roger Maris Breaks Home Run Record

Roger Maris hit 61 home runs in 1961, breaking the 1927 record of 60 homers in addition to his home run power, Maris was an excellent defensive right fielder.

Televised Golf

Television spotlighted golf's greatest rivalries and caused an increase in the sport's popularity and purse.

Science & Technology

Man Walks on the Moon

July 20, 1969, saw man's first steps on the moon. The historic event marked a triumph for the space program and the fulfillment of President John F. Kennedy's 1961 pledge to put a man on the moon by the end of the decade.

Environmental Awareness

During the 60s, Americans became aware of the harmful effects of insecticides and other pesticides. That awareness led to the establishment of the Environmental Protection Agency in 1970 and its 1972 ban on DDT.

Lifestyle

Everyone Twist

With its lively beat and energetic movements, everyone was doing the Twist. The dance let you "do your own thing."

Ford Mustang

The Ford Mustang's combination of sporty styling and economic value appealed to baby boomers. More than 100,000 sold within the first four months.

Barbie Doll Steps Out

In contrast to the familiar baby dolls, the Barbie® doll's unique figure stunned the world at her 1959 debut. She acquired a squeaky clean image and 5 million Barbie® dolls and 25 million costumes sold by 1963.

IMAGES ON BALLOT ARE NOT ACTUAL STAMP IMAGES

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The Vietnam War

The longest and most unpopular conflict in United States history, the Vietnam War polarized American society culturally and politically. More than 58,000 Americans lost their lives.

The Kennedy Brothers

John F. Kennedy as President and Robert F. Kennedy as U.S. Attorney General and Senator were leaders in the struggle for social reform. Their political careers brought them national and international recognition and respect.

Americans Demonstrate

Throughout the 60s, millions of Americans took to the streets protesting authority and the status quo. They rallied for civil rights, for greater intellectual liberty, and for the end of the war in Vietnam.

The Great Society and Medicare

In 1965, the U.S. Congress enacted the first version of national health insurance, Medicare, the backbone of this legislation, subsidized health care for most persons age 65 and over.

12 The Beatles

The music and lifestyle of the Beatles had an impact unlike those of any other band. The group led the counterculture of the 60s and is credited with establishing rock 'n' roll as a serious and permanent form of music.

13 "Rowan & Martin's Laugh-In"

The comedy-variety show "Rowan & Martin's Laugh-In" combined catchphrases, irreverent content, and an innovative format of fast-paced skits and celebrity cameo appearances. It shot to the top of the TV ratings and stayed there for two seasons.

14 "Catch-22"

Joseph Heller's World War II novel, "Catch-22" depicted the horrors of war and captured the imagination of a generation concerned with the escalating conflict in Vietnam.

15 Woodstock

The Woodstock Music and Art Fair attracted approximately 500,000 young people. Called one of the largest peaceful gatherings in history, it symbolized the free-loving hippie youth culture of the decade.

16 Super Bowl Kicks Off

The Super Bowl, first played in 1967 as the AFL-NFL World Championship Game, now features the NFL's two conference champions.

Green Bay Packers

The Green Bay Packers won five NFL championships and two Super Bowls in the 60s.

"Live via Satellite"

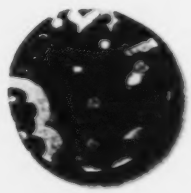
Telstar 1, launched July 10, 1962, initiated the first trans-Atlantic exchange of live television pictures via relay stations in the United States, England, and France. This satellite and others that followed ushered in a new age of communication.

The Computer Chip

The miraculous little chip, first available commercially in 1961, reduced the size of electronic circuitry, allowing computers to become smaller and smaller.

Lasers

First built in 1960, lasers soon revolutionized the worlds of medicine, communication, optics, industry, and defense.



21 The Peace Symbol

Millions of people displayed the peace symbol. Representing peace and love for all humanity, it appeared almost everywhere.

Shopping Malls

In response to the growth of both suburbs and highways, enclosed shopping malls boomed in the 60s. Shoppers were attracted by the variety of stores placed in protected environments of waterworks, plants, and skylights.

The Mod Look

The daring youth of the 60s shocked older generations with psychedelic colors, flashy prints, miniskirts, wide ties, bell bottom pants, and hair in unusual styles and lengths.

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What was the most popular horse in the 1960s?

CLUE #2

THE CASE OF THE MISSING MANUSCRIPT

You must shade in the picture to reveal a clue. Start by coloring with a pencil or marker. Shade all sections of this picture that have three dots. Once the picture has been revealed to you, finish this sentence.

THE SUSPECT ... WORK.

Then go to page A-11 and cross off a suspect who could NOT have stolen Rachel Carson's manuscript.

FLASH TO WOODSTOCK

At Woodstock, the TimeSliders find a clue but they can't figure it out. To make the mystery picture clear, help Eli shade in the spaces with 3 dots.

Why was Cinderella bad at gymnastics?

(She had a pumpkin for a coach!)

What happens to "dead mail" the U.S. Postal Service can't deliver? (Hint–A mirror may help you find the answer.)

The mail is recycled into pencils!

What's Missing?

In 1960, one quarter could buy 50 pieces of bubble gum.

Look at a REAL quarter and find out!

HORSE ANSWER: The Ford Mustang

ANSWER TO "WHAT'S MISSING?": Ponytail

ANSWER TO CLUE #2: Hair

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LATER... / WE'RE GETTING CLOSER TO THE CROOK...
LISTEN!
"...IT IS A DREAM DEEPLY ROOTED IN THE AMERICAN DREAM..."
IT'S MARTIN LUTHER KING, JR. LET'S GO!

SUPER SPIRAL TIE DYE

Materials (from home or art store): clean white cotton T-shirt; large garbage bag; masking tape; four rubber bands; small sponge brush; a cold-water fiber-reactive dye, such as Procion, in three or four colors.

Prepare dyes. Tape garbage bag down flat. Wet white T-shirt and wring out. Lay T-shirt flat on garbage bag. With one hand, pinch and hold a small bit of fabric.

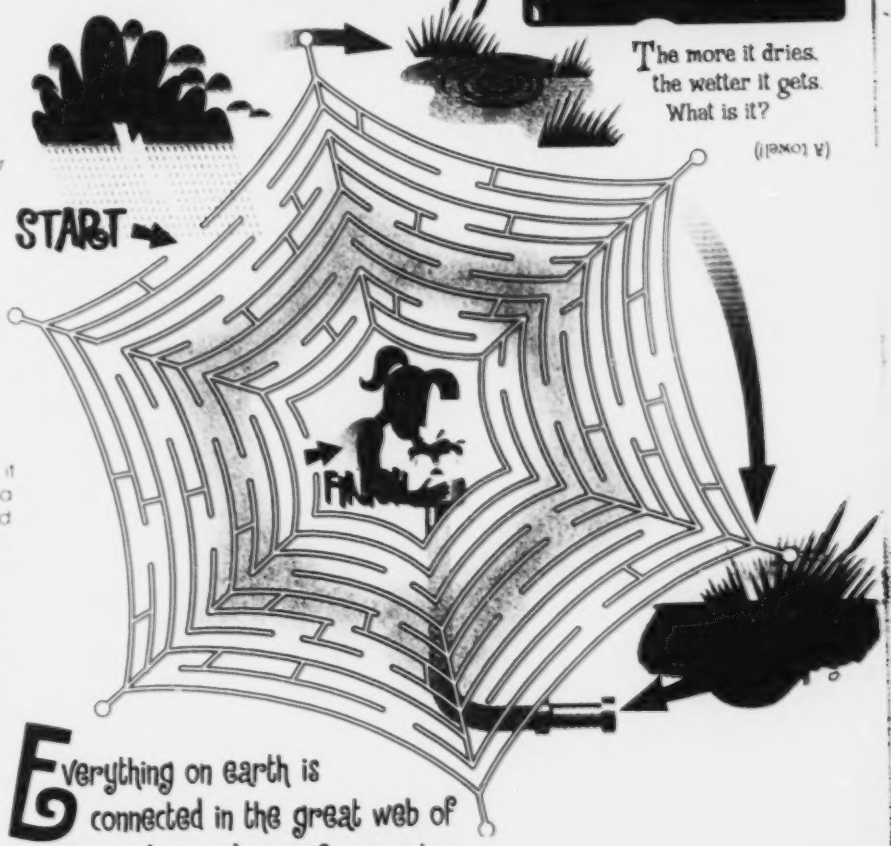
With other hand, swirl rest of T-shirt (keeping it flat on the table and the height even) into a circle around the pinched spot. T-shirt should now be one tight swirl. Bind it in place with four rubber bands arranged like a tic-tac-toe board. Dab colors on with sponge brush. Paint all white fabric, but DO NOT SOAK WITH DYE. Paint top, sides and bottom.

Cover T-shirt with plastic and let it sit overnight. After eight hours, take rubber bands off T-shirt, and rinse it out well in sink. Wash with dark clothes, and dry normally. **Wear!**

THE WEB OF LIFE

The more it dries, the wetter it gets. What is it?

(A towel)



Everything on earth is connected in the great web of life. Guide the drops of rainwater through the maze to the girl in the middle.

A9

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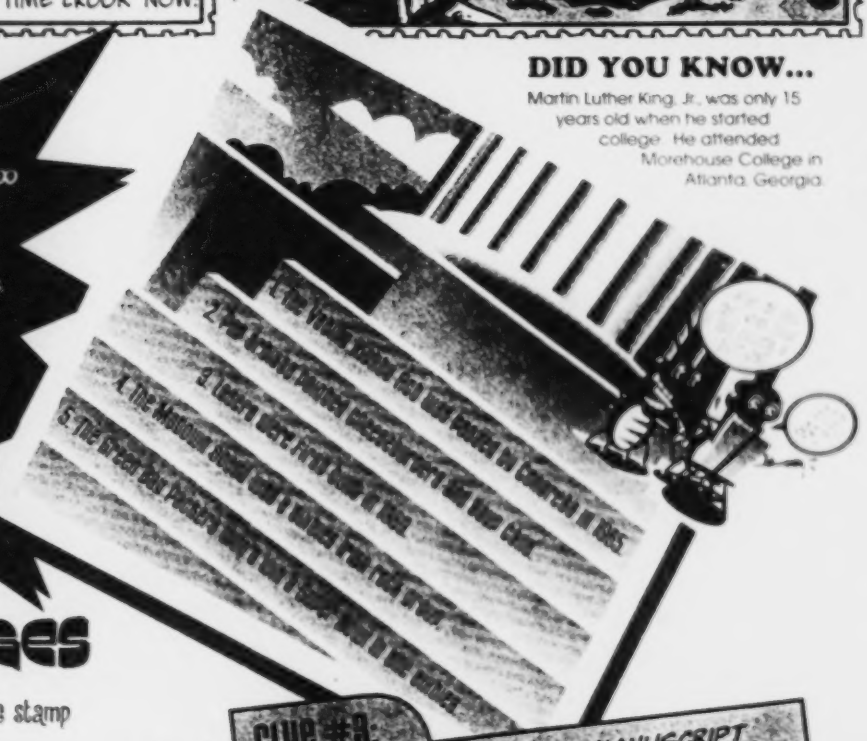
IT'S A PHOTO OF DR KING GIVING HIS SPEECH.
BUT.. THERE'S WRITING ON THE STEPS IN THE PICTURE!
YES!! ANOTHER CLUE! WE'VE GOT THAT TIME CROOK NOW!

AFTER THE TIMESLIDERS RECOVER RACHEL CARSON'S MANUSCRIPT...
THANK GOODNESS! HERE IS SILENT SPRING! I THOUGHT I'D LOST IT!
IF ONLY SHE KNEW...

FLASH AT THE "I HAVE A DREAM" SPEECH

In the picture at right there are messages written on the Lincoln Memorial steps. Some of the messages are true, and some are false. Help the TimeSliders figure out which messages are true. Check out your ballot topics. Then complete Clue #3 below.



DID YOU KNOW...

Martin Luther King, Jr., was only 15 years old when he started college. He attended Morehouse College in Atlanta, Georgia.

Spy The Changes

The stamp on the right differs from the stamp on the left in five places
Can you spy them? Answers on page A10

When did the Apollo rocketship get hungry?
(Just before launch time!)

CLUE #3:

THE CASE OF THE MISSING MANUSCRIPT

- If two of the messages are true, then [illegible] did NOT steal Rachel Carson's manuscript.
- If three of the messages are false, then [illegible] Booster did NOT steal [illegible]

Flash, you did it! You figured out who the thief is. Can you? Once you know which many messages are true, turn to page A-11 and [illegible] a suspect who did NOT steal Rachel [illegible] Whoever is left did the dirty deed!

BRAIN BUSTER

ASTRONAUT - astro (of the stars) - naut (of ships, sailor) - star sailor

ANSWER TO CLUE #3: Two messages are true, numbers 1 and 2.
ANSWER TO "SPY THE CHANGES": 5 cents/5 dollars; position of astronaut's left arm; flag on left arm; astronaut's helmet; cord behind astronaut on right edge of stamp.
ANSWER TO "WHODUNIT?", P. A-11: Y Bother and Booster.

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Whodunit?

Whodunit? Whodunit? Whodunit? Whodunit? Whodunit? Whodunit?

Who stole Rachel Carson's manuscript of "Silent Spring," the book that made protecting the environment popular? Each of the Time Crooks below has a motive. To find out whodunit, finish Clue #1 on page A5, Clue #2 on page A8, and Clue #3 on page A10. With a pencil or marker, cross off the pictures of the three suspects who DIDN'T do it. The suspect who remains is the thief!

TIME CROOK

Beau T. Full
from the year 2587

Handsome owner of a solar-system-wide hairdressing empire called I'm Incredible, Inc. Wants to reintroduce chlorofluorocarbons (CFCs) to create the most powerful aerosol hair spray known to humankind. CFCs were banned because they were damaging the ozone layer of the earth's atmosphere, which helps protect us from the sun. Mr. Full has been quoted as saying, "So what if people get skin cancer from the sun! Their hair will look incredible."

TIME CROOK

Y Bother and Booster
from the year 2245

Y Bother isn't a thief, but Booster, her pet raccoon, is. Y just doesn't care enough to return the things that Booster steals. Y Bother and Booster are going to visit the sixties to add an authentic 1961 BARBIE® doll to Y's fabulous Barbie doll collection. Did Booster snatch Rachel Carson's manuscript in 1961 and Y not bother to return it? "Pollution, schmollution!" Ms. Bother has been known to say. "Who cares?"

Connie Concrete
from the year 2008

Owner of one of the world's biggest construction firms. Wants American investors to help her cut down what is left of the Brazilian rain forest to build an indoor shopping mall the size of a small country. "How can what we do in Brazil affect the United States? Besides, the mall will be a humanitarian service for the people who live in the rain forest," claims Ms. Concrete. "Right now, they really have no place to shop."

TIME CROOK

Monn E. Baggs
from the year 3000

Manufacturer of toxic chemicals with factories in Lunar Dome, a city on the dark side of the moon. Wants to manufacture and sell the banned pesticide DDT to earth farmers. "DDT isn't dangerous," says Mr. Baggs. "We tested it on the moon, and it didn't kill a thing!"

TIME CROOK

SUSPECTS

From the files of the ENVIRONMENTAL POLICE
January 25, 3001

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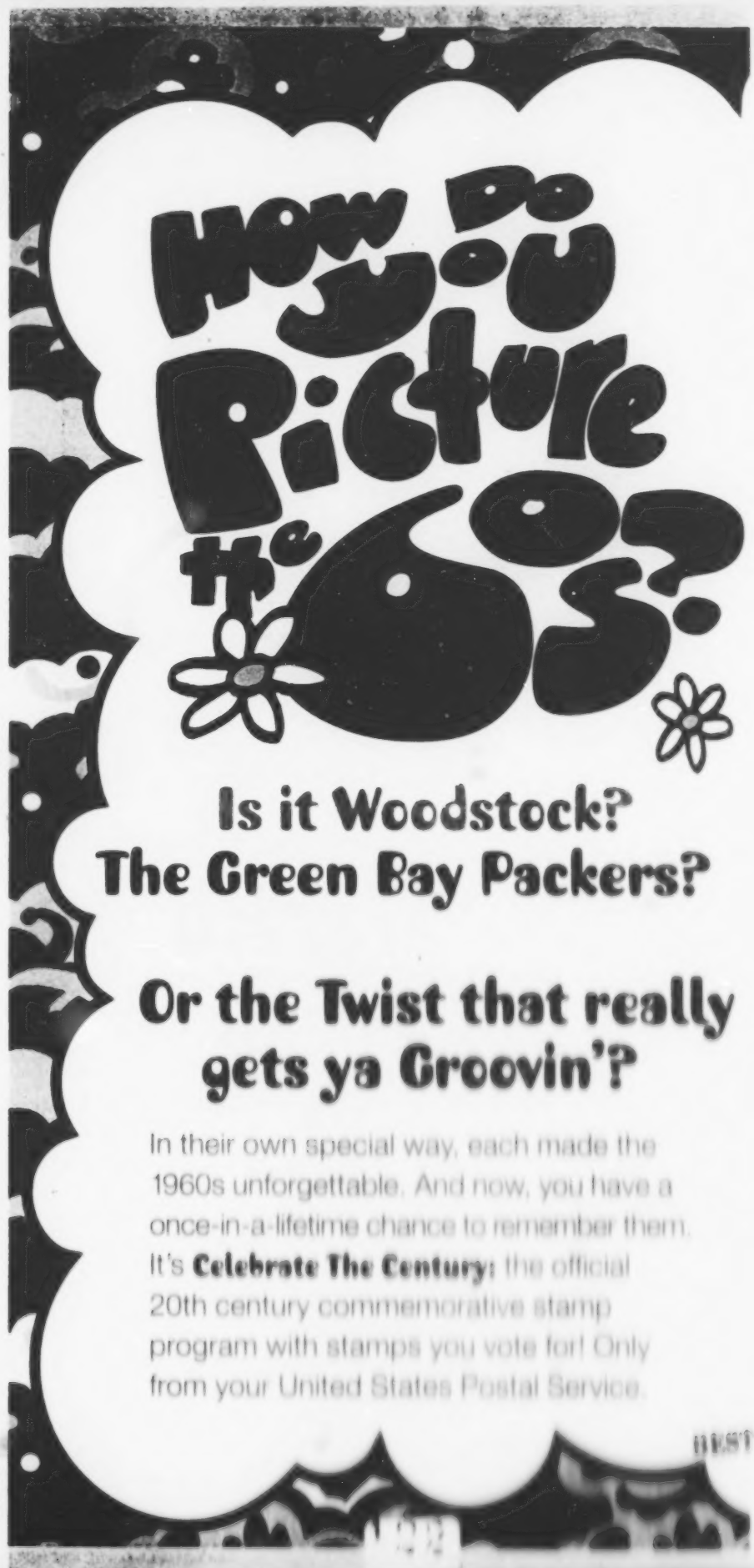
CELEBRATE
100
THE CENTURY™
PUT YOUR STAMP
ON HISTORY
1900•2000


How Do You Picture the 60s?
Is it Woodstock?
The Green Bay Packers?
Or the Twist that really gets ya Groovin'?
In their own special way, each made the 1960s unforgettable. And now, you have a once-in-a-lifetime chance to remember them. It's Celebrate The Century: the official 20th century commemorative stamp program with stamps you vote for! Only from your United States Postal Service.

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PEOPLE & EVENTS

"I Have a Dream"

From the steps of the Lincoln Memorial, Martin Luther King, Jr. delivered his "I Have a Dream" speech to some 250,000 listeners on August 28, 1963. A keynote speaker during the March on Washington, King was considered one of the most influential civil rights leaders of the decade.

ARTS & Entertainment

The Motown Sound

Created and performed by black artists, the Motown® Sound revolutionized American popular music and became a huge commercial success. This sound combined a rock 'n' roll beat with elements of gospel, jazz, and rhythm and blues.

Pop Art

Cheeseburgers, soup cans, comic strips, and other objects of mass production inspired the Pop artists of the 60s.

SPORTS

Science & Technology

Everyone Twist

With its lively beat and energetic movements, everyone was doing the Twist. The dance let you "do your own thing."

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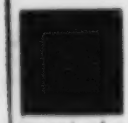


Struggle for Civil Rights

A mass movement of nonviolent protests resulted in the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. Discrimination against minorities and denying the voting rights of black Americans were declared illegal.

The Peace Corps

The Peace Corps sends qualified American volunteers abroad to assist in areas such as agriculture, education, health, and community development. Their mission is to promote world peace, understanding, and friendship.

The Vietnam War

The longest and most unpopular conflict in United States history, the Vietnam War polarized American society culturally and politically. More than 58,000 Americans lost their lives.

"Easy Rider"

Reflecting a generation's discontent, the original road movie "Easy Rider" embraced the ideals of the counterculture and generated countless imitators.

"Star Trek"

Space--The Final Frontier. Over 30 years ago, these words introduced the American public to a new phenomenon. Today, following numerous television shows and movies, "Star Trek™" has millions of fans spanning the globe.

The Beatles

The music and lifestyle of the Beatles had an impact unlike those of any other band. The group led the counterculture of the 60s and is credited with establishing rock 'n' roll as a serious and permanent form of music.

Roger Maris Breaks Home Run Record

Roger Maris hit 61 home runs in 1961, breaking the 1927 record of 60 homers. In addition to his home run power, Maris was an excellent defensive right fielder.

Televised Golf

Television spotlighted golf's greatest rivalries and caused an increase in the sport's popularity and purse.

Super Bowl Kicks Off

The Super Bowl, first played in 1967 as the AFL-NFL World Championship Game, now features the NFL's two conference champions.

Man Walks on the Moon

July 20, 1969, saw man's first steps on the moon. The historic event marked a triumph for the space program and the fulfillment of President John F. Kennedy's 1961 pledge to put a man on the moon by the end of the decade.

Environmental Awareness

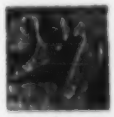
During the 60s, Americans became aware of the harmful effects of insecticides and other pesticides. That awareness led to the establishment of the Environmental Protection Agency in 1970 and its 1972 ban on DDT.

"Live via Satellite"

Telstar 1, launched July 10, 1962, initiated the first trans-Atlantic exchange of live television pictures via relay stations in the United States, England, and France. This satellite and others that followed ushered in a new age of communication.

Ford Mustang

The Ford Mustang's combination of sporty styling and economic value appealed to baby boomers. More than 100,000 sold within the first four months.



Barbie Doll Steps Out

In contrast to the familiar baby dolls, the Barbie® doll's unique figure stunned the world at her 1959 debut. She acquired a squeaky clean image, and 5 million Barbie® dolls and 25 million costumes sold by 1963.

ACTUAL STAMP IMAGES.

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The Kennedy Brothers

John F. Kennedy as President and Robert F. Kennedy as U.S. Attorney General and Senator were leaders in the struggle for social reform. Their political careers brought them national and international recognition and respect.

Americans Demonstrate

Throughout the 60s, millions of Americans took to the streets protesting authority and the status quo. They rallied for civil rights, for greater intellectual liberty, and for the end of the war in Vietnam.

The Great Society and Medicare

In 1965, the U.S. Congress enacted the first version of national health insurance. Medicare, the backbone of this legislation, subsidized health care for most persons age 65 and over.

13 "Rowan & Martin's Laugh-In"

The comedy-variety show "Rowan & Martin's Laugh-In™" combined catchphrases, irreverent content, and an innovative format of fast-paced skits and celebrity cameo appearances. It shot to the top of the TV ratings and stayed there for two seasons.

14 "Catch-22"

Joseph Heller's World War II novel, "Catch-22" depicted the horrors of war and captured the imagination of a generation concerned with the escalating conflict in Vietnam.

15 Woodstock

The Woodstock® Music and Art Fair attracted approximately 500,000 young people. Called one of the largest peaceful gatherings in history, it symbolized the free-loving hippie youth culture of the decade.

19 Green Bay Packers

The Green Bay Packers won five NFL championships and two Super Bowls in the 60s.

The Computer Chip

The miraculous little chip, first available commercially in 1961, reduced the size of electronic circuitry, allowing computers to become smaller and smaller.

Lasers

First built in 1960, lasers soon revolutionized the worlds of medicine, communication, optics, industry, and defense.

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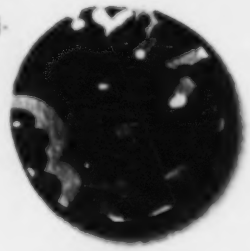

28 The Peace Symbol

Millions of people displayed the peace symbol. Representing peace and love for all humanity, it appeared almost everywhere.

29 Shopping Malls

In response to the growth of both suburbs and highways, enclosed shopping malls boomed in the 60s. Shoppers were attracted by the variety of stores placed in protected environments of waterworks, plants, and skylights.

30 The Mod Look

The daring youth of the 60s shocked older generations with psychedelic colors, flashy prints, miniskirts, wide ties, bell-bottom pants, and hair in unusual styles and lengths.

125:

TEAR HERE

Can I vote for other Decades?

Sure. Voting for the 70s begins in September 1998. Voting for the 80s and 90s will take place over the next year.

What about the 1900s - 1940s?

To make sure we could issue the entire 20th century stamp collection by the year 2000, the Citizens' Stamp Advisory Committee previously recommended the 1900s through 1940s stamp subjects.

When will the winning selections be announced?

Winning subjects for each decade (1950-1990) will be announced at your local Post Office about six weeks after each decade's voting has ended. See the Celebrate The Century™ display at your Post Office for further details.

When will the winning stamps be available?

The 1960s stamp series you are voting for will be available in June 1999. Stamps for the 1900s through 1920s are available now at your local Post Office.

Join the Celebration today and collect all ten decades!

Vote Online at
http://stampvote.msn.com

Guidelines for the 1960s paper ballot vote: Paper ballots must be filled out using a dark pencil or pen. Voters can select a maximum of three (3) subjects in each category. Voting is open to people of all ages, and participants may submit multiple paper ballots. To be tallied, each paper ballot must be mailed separately with First Class Postage affixed. Photocopies of the ballot will not be accepted. All paper ballots must be postmarked no later than May 30, 1998.

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"The Beatles" is a registered trademark of Apple Corps Ltd.

Catch-22 © 1955, renewed 1989 Joseph Heller.

Rowan & Martin's Laugh-In is a registered trademark of Schlatter/Friendly-Romart.

Woodstock® is a registered trademark of Woodstock Ventures LC.

Motown® is a registered trademark of Motown Record Co. L.P., a PolyGram Company.

Ford® and Mustang® are registered trademarks of the Ford Motor Co.

Barbie® is a registered trademark of Mattel, Inc.

CELEBRATE 100 THE CENTURY™

PUT YOUR STAMP ON HISTORY
1900•2000

UNITED STATES POSTAL SERVICE™

Information that you provide will be protected and disclosed in accordance with the Privacy Act of 1974.

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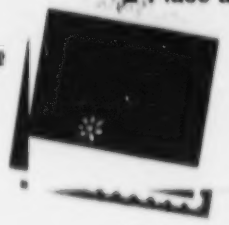
VOTE OFFICIAL BALLOT HERE VOTE AT LEAST

- ☐ "I Have a Dream"
- ☐ Struggle for Civil Rights
- ☐ The Peace Corps
- ☐ The Vietnam War
- ☐ The Kennedy Brothers
- ☐ Americans Demonstrate
- ☐ The Great Society and Medicare
- ☐ The Motown Sound
- ☐ Pop Art
- ☐ "Easy Rider"
- ☐ "Star Trek"
- ☐ The Beatles
- ☐ "Rowan & Martin's Laugh-In"
- ☐ "Catch-22"
- ☐ Woodstock
- ☐ Roger Maris Breaks Home Run Record
- ☐ Televised Golf
- ☐ Super Bowl Kicks Off
- ☐ Green Bay Packers
- ☐ Man Walks on the Moon
- ☐ Environmental Awareness
- ☐ "Live via Satellite"
- ☐ The Computer Chip
- ☐ Lasers
- ☐ Everyone Twist
- ☐ Ford Mustang
- ☐ Barbie Doll Steps Out
- ☐ The Peace Symbol
- ☐ Shopping Malls
- ☐ The Mod Look



- Please print.
- Use a dark pencil or pen.
- Vote for up to three in each category.
- Place an "X" in the box next to your choices.
- Tear away this postcard, fold, seal, and apply a First Class Stamp.
- Do not staple, tape, or add glue to your ballot.
- Postmark by May 30, 1998.

CELEBRATE 1C 20th CENTURY™
PUT YOUR STAMP ON HISTORY
1900-2000

UNITED STATES POSTAL SERVICE™

Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐

First Name | MI | Last Name

Street Address

Street Address (continued)

City

State | ZIP + 4 | Country | Date of Birth (M M D D Y Y)

PHOTOCOPIES OF THE BALLOT ARE NOT ACCEPTED

1 Do you collect stamps?	☐ Yes	☐ No
2 What is the size of your stamp collection?	☐ 1-500	☐ 500+
3 Does any other member of your family collect stamps?	☐ Yes	☐ No
4 Would you like to receive more information about stamps?	☐ Yes	☐ No
5 Do you collect other items like dolls, sports cards, etc.?	☐ Yes	☐ No

If you have an idea for a stamp, please send it to:
(Submissions will be considered for future stamp programs unrelated to Celebrate The Century.)

Attention: CTC™
Citizens' Stamp Advisory Committee
United States Postal Service
475 L'Enfant Plaza SW Room 4474E
Washington DC 20260-2437

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BALLOT: FOLD HERE AND SEAL OVER

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TO SEAL BALLOT, MOISTEN HERE AND FOLD OVER

First Class
Stamp
Here

CELEBRATE THE CENTURY™
THE GALLUP ORGANIZATION
PO BOX 82537
LINCOLN NE 68501-2537

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Hey! Join the Party!

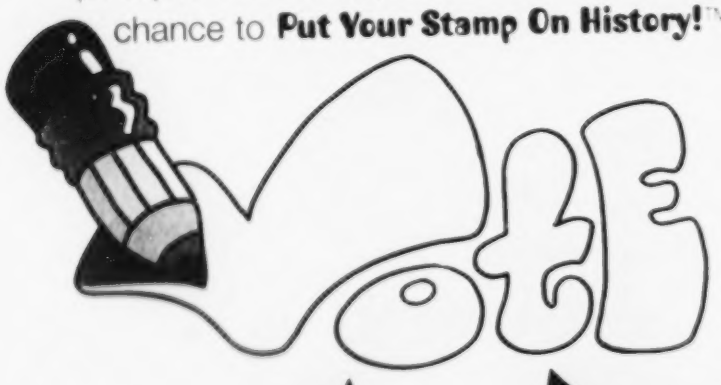
Inside, you'll find 30 exciting subjects that helped make the 1960s one of the most important and groovy decades of the 20th century.

HEY! THIS DIG THAT MAN!

Vote for up to three subjects in each of the following categories: People & Events, Arts & Entertainment, Sports, Science & Technology, and Lifestyle.

So Grab A Pencil

(or a pen's cool, too) and don't miss your chance to **Put Your Stamp On History!**™



VOTE HERE OFFICIAL BALLOT: VOTE IN SCHOOL

- Please print.
- Use a dark pencil or pen.
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- Place an "X" in the box next to your choices.
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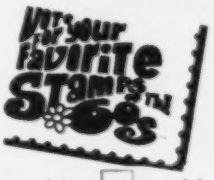

UNITED STATES POSTAL SERVICE™

Mr. ☐ Mrs. ☐ Ms. ☐ Dr. ☐

First Name | M.I. | Last Name

Street Address

Street Address (continued)

City

State | ZIP + 4 – | Country | Date of Birth (M M D D Y Y)

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- ☐ "I Have a Dream"
- ☐ Struggle for Civil Rights
- ☐ The Peace Corps
- ☐ The Vietnam War
- ☐ The Kennedy Brothers
- ☐ Americans Demonstrate
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